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ABSTRACT

This volume contains descriptions of 40 educational programs in the Eugene, Oregon, public schools. This data was collected from interviews with personnel in each program and from the district's budget work-book. The program descriptions cover educational legislation that pertains to each program, program objectives and methods, resources, staff, administrators, changes in program focus, and budget. These descriptions, prepared by the district's Research, Development, and Evaluation Division, will be used by the school district budget committee. (DS)

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SCHOOL DISTRICT 4J EUGENE PUBLIC SCHOOLS

200 North Monroe Eugene, Oregon 97402

PROGRAM DESCRIPTORS

76-77

EA 008 651

PROGRAM DESCRIPTORS

Prepared for the 1976-1977 Budget Committee

Research Development and Evaluation

Leslie Hendrickson

Susan F. Sattel

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SCHOOL DISTRICT 4J EUGENE PUBLIC SCHOOLS

200 North Monroe Eugene, Oregon 97402

DIVISION OF RESEARCH, DEVELOPMENT AND EVALUATION

February 27, 1976

MEMORANDUM

TO: Budget Committee Members

FROM: Larry Barber

SUBJECT: Program Descriptors

If you will recall during the Budget Committee meetings last year, the Budget Committee assigned to RDE the task of describing in detail 40 of the School District's programs. Those program descriptors are now completed. The format of each descriptor is the format that was requested by individual interviews with the majority of the Budget Committee. The content of the descriptors has been judged to be accurate by people working in each of the programs described. In addition to that members of the Superintendent's Staff have had an opportunity to review these descriptors so that in the final analysis you have before you a set of information that we believe that you have asked for. We have enjoyed providing the information for you and hope that you are satisfied with the completion of this task. If you have any questions or concerns about these descriptors please feel free to contact the RDE Division.

Larry Barber

cd

EUGENE PUBLIC SCHOOLS
School District No. 4J, Lane County
Eugene, Oregon

1976-77 Program Budgets

Art Mobile and Artist in Residents	Program #1
Arts and Crafts, Secondary	Program #2
Athletics, Junior High Interscholastic	Program #3
Athletics, Senior High Interscholastic	Program #4
Career Education: a. Vocational Education b. Overhead Costs c. Elementary Career Awareness d. Junior High Career Explorations e. Build-a-House Project f. Radio	Program #5
Communication Cadre	Program #6
Community Schools	Program #7
Counseling, Elementary	Program #8
Counseling, Junior High School	Program #9
Counseling, Senior High School	Program #10
Curriculum and Staff Development	Program #11
Driver Education	Program #12
Environmental Education	Program #13
Extra Duty for Extra Curricular Assignments	Program #14
Fine Arts Specialists, Elementary	Program #15
Food Services Program	Program #16
Foreign Language, Junior High School	Program #17
Foreign Language, Senior High School	Program #18
Graduation Requirements	Program #19
Health Services	Program #20
Library Services	Program #21
Multi-Racial Program	Program #22

Music, Elementary Instrumental	Program #23
Music, Secondary Instrumental	Program #24
Music, Secondary Vocal	Program #25
Opportunity Center	Program #26
Physical Education Program, Elementary	Program #27
Preventive Team	Program #28
Reading Specialists, Elementary	Program #29
School-to-School	Program #30
Social Workers and Psychologists	Program #31
Student Fees	Program #32
Special Education: a. EMR b. TMR c. Emotionally Handicapped d. Deaf e. Blind f. Physically Handicapped	Program #33
Speech Therapy	Program #34
Teacher and Library Aides	Program #35
Student Transportation (home to school)	Program #36
Student Transportation (other than home to school)	Program #37
Soccer	Program #38
RD&E	Program #39
Teacher Center	Program #40

This is the index to the Budget Committee Workbook, '75-'76.

During the '75-'76 hearings, programs #38-#40 were added as requested by the Budget Committee.

Social Studies Consortium is mentioned in the Budget Message pg. 23 1975 on the prioritized list of programs. It is not a program, but since it appeared on this list of programs, RD&E has described it under Curriculum and Staff Development #11.

EUGENE PUBLIC SCHOOLS
School District No. 4J, Lane County
Eugene, Oregon

PROGRAM COSTS
(General Fund Budget)
1976-77

Art Mobile and Artist in Residence	Program # 1
Arts and Crafts, Secondary	Program # 2
Athletics, Junior High Interscholastic	Program # 3
Athletics, Senior High Interscholastic	Program # 4
Career Education	Program # 5
Management and Organizational Development Services	Program # 6
Community Schools	Program # 7
Counseling, Elementary	Program # 8
Counseling, Junior High School	Program # 9
Counseling, Senior High School	Program #10
Curriculum and Staff Development	Program #11
Driver Education	Program #12
Environmental Education	Program #13
Extra Duty for Extra Curricular Assignments	Program #14
Fine Arts Specialists, Elementary	Program #15
Food Services Program	Program #16
Foreign Language, Junior High School	Program #17
Foreign Language, Senior High School	Program #18
Graduation Requirements	Program #19
Health Services	Program #20
Library Services	Program #21
Multi-Racial Program	Program #22
Music, Elementary Instrumental	Program #23
Music, Secondary Instrumental	Program #24
Music, Secondary Vocal	Program #25
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Physical Education Program, Elementary	Program #27
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Reading Specialists, Elementary	Program #29
School-to-School	Program #30

Social Workers and Psychologists	Program #31
Student Fees	Program #32
Special Education	Program #33
Speech Therapy	Program #34
Teacher and Library Aides	Program #35
Student Transportation (Home to School)	Program #36
Student Transportation (Other than Home to School)	Program #37
Soccer, Senior High School	Program #38
Research, Developement and Evaluation Department	Program #39
Teacher Center	Program #40
Big Brother/Big Sister Program	Program #41

Program Cost Sheets

Prepared by Business Services Department

February 1976

Eugene Public Schools
School District No. 4J, Lane County
Eugene, Oregon
1976-77 Budget Committee

Methodology for Program Descriptors

The 1975-76 Budget Committee requested the Research, Development and Evaluation Division (RD&E) to describe forty (40) programs that were ranked during the 1975-76 budget hearings. In addition to the monetary allocation by the Budget Committee, RD&E assigned a full-time data collector, four temporary staff members, five University of Oregon practicum students and a portion of the time of three RD&E interns to interview and write to accomplish this task.

The work began when RD&E people listened to tapes of the '75-'76 Budget Committee hearings to determine what questions had gone unanswered. By November [illegible] 1975, interviews had been conducted with all Budget Committee members except Charles Burrows and Roy McCracken. In addition, Cail Nicholson, who retired from the Board, and Frank Nearing, who was elected to fill her vacancy, were interviewed. Each person was asked what kind of information he/she wanted concerning the programs. Their answers were used to create the format for the descriptors.

The format includes categories entitled Law, Client, Staff, Administrators, Objectives and Methods '76-'77, Resources, Significant Change in Program Focus, and Budget. These categories are the product of meetings between University of Oregon people and District 4J staff.

Interview Method

A four-page form was created for use in interviewing people involved in each program. From a list of program personnel, a non-random selection was made to obtain a cross-section of administrative and certificated personnel from each region. Seven to eight people were interviewed in each program, all the people in a small program, but merely a sample in a large program. Over 240 people, approximately one-fourth of the District's staff of teachers, were interviewed between June and December, 1975.

Descriptors

Unless otherwise specified, all data in the Budget section is from the Budget Workbook '74-'75 and '75-'76. This was used as the source material because it duplicates material given to the Budget Committee members in those respective years. Actual costs for each program would be higher due to negotiated salary increases and are not reflected in budget projections if the settlement is higher than anticipated.

Our task was to describe programs as we found them between September and December, 1975 and to say something about their future objectives for which they are requesting funds from the 1976-77 Budget Committee. Consequently, our figures in the Staff section are actual while figures in parentheses in the Budget section are projections. They may or may not agree.

The Significant Change in Program Focus category has been utilized in a way that is more broad than the title indicates. The category was intended to show major--significant--change such as changing from a teacher-exchange program to a student-exchange program as in Program #30; however, there were smaller, more subtle changes that were affecting the programs that RD&E felt should be included.

Rough drafts of written descriptors have been submitted to from one to four people in each program for correction and approval. These drafts were then reviewed by personnel in RD&E, the Business Office, Educational Services, and the Regional Directors' Offices.

Using this format:
80.0% of the program descriptors are 2-3 typewritten pages.
7.5% are 4 pages
12.5% are over 5 pages in length--usually because they contain very diverse programs within one program number, such as Special Education: Blind, Deaf, etc.

We have experienced a great deal of patience and cooperation as we collected this information. Many people were eager to have the opportunity to give accurate information to the Budget Committee. Many felt that the thinking they had to do with regard to formulating 1976-77 objectives for the interview helped them to see where they were now and where they wanted to be going, contributing to a better organization of ideas and actions.

We experienced some problems, and it is important to note them so they can be remedied, should programs be described again next year.

(1) The District does not have adequate personnel records. In determining whom to interview in each program, we needed a list of personnel in each program. The Personnel Office keeps an alphabetical list by teacher name, not position, and a list of personnel at each school building. Consequently, much work had to be done by hand pulling together all the personnel in one program. It appears that OTIS is unable to generate a program personnel list given the data currently inputted into OTIS and the lack of timeliness in the way data is inputted, and the District's inability to retrieve timely data.

The Business Office does not list people by program, so there was no method of cross-checking with Payroll to see if anyone was overlooked. For example, Payroll would list people in Elementary Fine Arts or Elementary Physical Education as elementary teachers.

A related problem is that an elementary teacher in Music, for example, may teach junior or senior high school for a class period, moving him or her to a Secondary Music program for that time period; a Foreign Language teacher may teach Driver Education one or two class periods, and thus it wasn't until we actually interviewed teachers that we began to get an accurate understanding of the number of personnel in a program.

RD&E personnel have persistently heard comments that a lack of coordination exists between the Personnel Department and the Business Office.

RD&E has not been asked to review this coordination procedure and can neither confirm nor amplify the comments. However, the lack of adequate program personnel data could be due to this situation, since it would take the coordination of both offices to create such data.

(2) We discovered we were premature in asking teachers for '76-'77 behavioral objectives. Most teachers had been working on competencies, but fewer had actual behavioral objectives--that is, statements of what is to be done, by when, given what conditions, acceptable minimum standards of performance, who will evaluate the completion of the objective and how--in mind concerning their program. Thus, in some cases our interviewers were not so much describing existing objectives as making people write objectives. This was an uncomfortable situation for some interviewers.

(3) A persistent problem was encountered in deciding what to include in the program descriptors. The problem was how to deal with the comments of program staff when they said they were concerned about some aspect of their program. Although it is a fact that the staff members expressed their concerns about certain situations, RD&E did not include those concerns in the program descriptors unless RD&E was able to verify the facts of the concern.

Artmobile

Although both the Artmobile and Artist-in-Residence program are combined in one program number, the two programs have operated independently, and so they are separated here.

The Artmobile is a remodeled school bus with a complete art lab inside. An art specialist acts as bus driver and instructor in transporting the lab to elementary schools and conducting activities and displays for students inside the bus.

Law
There is no Oregon statute that mandates a school district to provide art instruction utilizing a traveling lab such as the Artmobile.

Clients
Elementary students. During the 1974-75 school year, the program reached about three-fourths of the total elementary students in the District, approximately 7,900. For both 1975-76 and 1976-77, however, the program is expected to reach all students in elementary school, including kindergarten, approximately 10,717 and 10,911 respectively. Classroom teachers are encouraged to accompany each class to the lab for activities and displays which last about 50 minutes for each group. Occasionally, extra time at a school permits the art specialist to conduct an extra workshop for students and teacher in their classroom.

Staff
(1) 1.0 art specialist. He/she drives the bus to the schools, arranges a school visitation schedule in cooperation with school principals and regional curriculum specialists, procures art supplies, creates and conducts the activities, displays, lectures, and disperses follow-up materials and evaluation instruments to teachers. The art specialist is aided by one volunteer in the morning and another in the afternoon in addition to parent volunteers.

Administrators
The art specialist is responsible to the curriculum specialist from each region. The curriculum specialists aid in setting up school schedules, procuring supply money (no separate funds were available for this purpose), and in processing evaluative feedback from the schools concerning the program's impact, strengths, and weaknesses. These duties account for less than 1% of the curriculum specialists' time over the school year.

Objectives and Methods '76-'77
Objectives and Methods are slightly modified each year and are dependent on the focus and theme emphasized throughout a given year. Listed below are the objectives listed by the current artists for '75-'76.

--Enrich or provide an art program for each student in kindergarten through grade 6 during the 50-minute period.
  At the school, 50-minute periods of art activity are conducted in the Artmobile bus, which is equipped with formica work counters that accommodate approximately 20 students at one time. The 35-foot-long bus is carpeted and includes display areas, storage space, sink, holding tank, projection equipment, and overhead lighting.

--Correlate art with other subject matter during the 50-minute period.
  During the 1975-76 year, United States history is studied through use of artifacts, slides, and folklore. These activities include social studies and language arts subject matter.

--Participation in and appreciation of crafts in other cultures during the 50-minute period.

During the 1974-75 year, cultures of foreign countries were explored; students learned crafts, dances, and music from African, Oriental, and Latin American cultures. During the '75-'76 year, students are learning crafts from sub-cultures within the United States down through its history; each student participates in a craft, such as scrimshaw (carving) from the old whaling industry.

--Experiencing a variety of art skills and materials during the 50-minute period.

Examples of skills students learn are drawing, use of carving tools, use of scissors, gluing, weaving, cutting, and marbleizing paper.

--Creating interest in students and teachers to initiate and continue art activities during the remainder of the school year.

In addition to crafts done in the art lab, other crafts are explained and displayed. Written materials are distributed to teachers with suggestions and instructions on further art activities.

During the '74-'75 year, the art specialist distributed questionnaires to each teacher to obtain evaluative feedback. During the '75-'76 year, feedback will be obtained from building principals who gather input from students and teachers at their school on the general strengths and weaknesses of the program.

Resources

All resources for the program are currently provided by the district. In 1973, $3,000 donated by Junior League was used to remodel the bus as an art lab. In the past, money for automotive supplies has been budgeted for the program, but not funds for art supplies. An additional $500 will be needed for art supplies for '76-'77.

Significant Change in Program Focus

The lab has been in use since the '74-'75 school year. All changes have been developmental and not particularly significant--from an emphasis on other cultures to the cultures within the United States--and are subject to change with each new art specialist.

Budget

See Artist-in-Residence program budget section.

Artist-in-Residence

The Artist-in-Residence program has been operated in several different ways. The basic concept is to expose students to practicing artists from the Eugene area so that they may (1) watch the artists working, and (2) receive direct instruction from the artist.

Law

There is no Oregon statute that mandates a school district to provide art instruction utilizing practicing artists as instructors.

Clients

This program is intended for elementary level students, although during the '74-'75 year, artists visited junior and senior high schools. The number of students reached by this program is not known for the '74-'75 year. It is anticipated that approximately 1,200 students from elementary schools will receive direct instruction from the artist during the '75-'76 year and that about 2,000 additional students will have an opportunity to watch the artist at work.

Staff

During the '74-'75 year, the funds budgeted for salary were expended to hire two poets and four crafts-artists who worked on a temporary basis in blocks of several weeks or months. For the '75-'76 year, however, the program employs one part-time artist whose craft is pottery and clay. The artist works in the Mobile Arts Studio (a renovated district school bus, refurbished with $3,000 in funds from Junior League, and not to be confused with the Artmobile), driving the bus to each elementary school where she works directly with between 36 to 72 students and where she also works on her own projects while students observe. An agreement with the Oregon Arts Commission stipulates that 15 hours a week will be spent on direct instruction with students and 15 hours will be spent on her own projects (see Resources section).

The artist is assisted by a practicum student from senior high or secondary education, who is earning credit and experience. The artist-in-residence also arranges special demonstrations by guest artists, paid for out of total $8,000 salary (see Resource section).

Administrators

Administrative duties are assumed by several persons: (1) the artist spends part of the time making contact with schools, setting up schedules, contacting guest artists, explaining the program to inquirers, doing program planning, materials gathering, maintaining the bus as a classroom and studio, and doing custodial duties, (2) the Teacher Center facilitator spends one to three percent of his time in helping the artist to maintain the mobile art studio, procure funds for supplies, and in providing a base at the Teacher Center for phone messages, etc., (3) the artist is responsible to the curriculum specialist in each region, who aids in procuring funds for supplies--this takes about 1 percent of his/her time

Objectives and Methods '76-'77

Listed below are objectives and methods formulated by the current artist-in-residence for the '75-'76 year:

--During the three to six days spent at each school, to provide a unique, creative experience, by using the Mobile Art Studio.
The studio, a refurbished school bus, includes expanding walls which allow work space for students and the artist.

--During the three to six days spent at each school, to provide an in-depth experience for a small number of students to participate in and gain an understanding of the entire process of pottery.
At each school, 36 children (or more) work with the artist in the mobile studio exploring the medium of clay and participating in the process of pottery-making. They clean, sieve, weigh and mix their own clay, make wooden and clay tools, recycle and wedge clay, and participate in any other kind of work that goes along with clay preparation. They see several different kinds of colors of clay and talk about where they can find this material themselves. They experience the textures of clay, learn to use tools, experiment with pressing objects into clay, learn how to join clay together, experiment with forming shapes out of clay, create a range of pots and sculptures, explore the limits of their material, learn the specific techniques of creating "blackware", and learn to build their own brick kiln outside.

--During the three to six days spent at each school, to bring the children into an inquiry process where they will ask and answer questions, and develop self-sufficiency through direct involvement in the process.
The nature of the experience stimulates questions: how the bus, studio and materials work. Students learn many of the basic skills involved in making pottery and using the other materials and tools. The program is designed so that the entire experiment can be tried again by each; no expensive equipment is involved, just clay, bricks and sawdust. Sheets of directions on how to do the firing are available at the end for anyone, students and teachers too. Each child is responsible for the care of his or her pot, through its various making and drying stages, and during the week the bus is gone (between the days of making and the days of firing).

Other academic skills may also be deepened: reading, through reading of clay recipes and kiln direction sheets; math, through their measuring and mixing by proportion, and also through clay shrinkage; ecology, through the clay recycling process that goes on in the studio; the physical properties of clay are explored and chemical changes of the material are observed through the act of firing it; motor coordination is developed through their manipulation of clay and other materials.

--During the three to six days spent at each school, to involve the students in a process of self-discovery as well as clay discovery.
Students are encouraged in their efforts, and supported in their experiments. Students learn through their control of clay, how they may control themselves and their world. Group experiences are available through the activities of mixing clay, building the kiln, carrying bricks, sharing tools and building group projects. Each child is given the time and space to work individually with the clay, discovering his or her own rhythm of work.

--During the three to six days at each school, to grow creatively and productively during the time designated the artist's own; during this time also to be available for observation by the children of each school, to act as a model, and to answer questions.

Resources

(1) Junior League donated $3,000 to refurbish the Mobile Arts Studio; (2) the salary budgeted by the district to pay the artist is matched by the Oregon Arts Commission (OAC). $3,290 was subtracted from the $6,652 district '75-'76 funds

to use in the "Arts in the Schools"[1] program. This left about $3,362 that was supplemented by $638 from District Teacher Center and Curriculum Specialists joint funds. The total of $4,000 was matched by $4,000 from the Oregon Arts Commission, resulting in a salary of $8,000 ($7,500 for artist's salary at .66 FTE and $500 to pay guest artists). The District pays fixed charges.

Significant Change in Program Focus

It is not yet known what amount of matching funds, if any, will be available from the Oregon Arts Commission for the '76-'77 year. Since the Oregon Arts Commission funds are granted only for new programs and are not granted to continue existing programs, this program's focus and objectives in '76-'77 will necessarily be significantly different.

Budget

	'74-'75	'75-'76	'76-'77
Artist-in-Residence salary .66		$ 6,652[1]	
Artmobile specialist salary 1		15,728	
Fixed charges		3,357	
Fringe benefits		404	
Automotive maintenance and supplies		500[2]	
TOTAL		$26,641	
Cost/pupil (salary only) to 4J		$ 1.25	
Artist-in-Residence portion of salary paid by 4J - $4,000			
Artmobile specialist		$ 1.47	

[1] An amount of $3,290 was transferred from the $6,652 and was paid to the Maude Kerns Art Center for a program called "Arts in the Schools". Part of the Arts in the Schools program schedules art objects to be exhibited at various elementary schools in the District; the exhibits are owned by Junior League and volunteer representatives from Junior League visit the school to explain the exhibit and answer questions (the exhibits portion of the program is cost-free to the District). Arts in the Schools also arranges for practicing artists to visit elementary schools throughout the District. These guest artists are screened by Junior League and Maude Kerns Art Center; each school is visited by three artists over the school year and an artist is paid $30 for each visit, which consists of a demonstration or craft with children for 20 to 45 minutes. Cost of this program is $2,790 (this program is independent of the Artist-in-Residence program).

[2] Although $500 was budgeted for automotive supplies and maintenance, no funds were available to the program for art supplies.

EUGENE PUBLIC SCHOOLS
School District No. 4J, Lane County
Eugene, Oregon

ART MOBILE AND ARTIST-IN-RESIDENCE
(General Fund Budget)
1976-77

REGULAR PROGRAM

(A) Certificated Salaries:	$22,809.00 (1)
(B) Employee Benefits:	3,331.00
(C) Instruction Services:	2,790.00
(D) Supplies:	440.00
(E) Vehicle Supplies and Maintenance:	485.00
TOTAL REGULAR REQUEST	$29,855.00

OVER AND ABOVE REQUESTS

(F) Instruction Services:	30.00
(G) Noncertificated Salaries:	2,000.00
(H) Employee Benefits:	839.00
TOTAL OVER AND ABOVE REQUESTS	$ 2,869.00
TOTAL COST	$32,724.00

(1) $8,000 for Artist-In-Residence

BUDGET WORKBOOK PAGES

(A) 2
(B) 8
(C) 9
(D) 13
(E) 16
(F) 1a
(G) 1a
(H) 1a

Prepared by: Charles Hamby
Business Services Administrator

February 20, 1976

Secondary Arts and Crafts

Each junior and senior high school offers a variety of elective art courses open to all students.

Law
Eugene School District 4J states in its education requirements handbook (August, 1974), that each student during the grades 7-12 must satisfy five semester hours within the area of the visual arts, performing arts, general music, and drama. Arts and crafts classes would be among those fulfilling this requirement.

Client
Junior and senior high students. On the average, in the '75-'76 school year, there will be approximately 2,915 students in the District enrolled in art classes. Some of these students may be enrolled in more than one class simultaneously, and therefore are counted again. Five schools offer quarter-length courses, three offer semester-length courses, and four schools offer full-year courses. Schools using the quarter or semester system have a turnover of spaces accommodating a larger population of students than schools using the full-year system.

Staff
(28) 23.64 certificated. The twelve secondary schools each have from 1.67 to 2.5 allotted art teachers, with most of them staffing 2.0 teachers. During the winter and spring terms of '76, there will be allotted 23.82 teachers, as Churchill High adds a .18 teacher to its art program. In '74-'75, there were 29.23 arts and crafts teachers. It is impossible to state the exact staffing allotment for '76-'77.

Administrators
School principals.

Objectives and Methods '76-'77
Secondary Arts and Crafts courses are not standardized throughout the District, due to variations in personnel, physical facilities and patronage in each school. It is also impossible to make one set of specific objectives that would apply to each of the following classes offered in the program: ceramics, macrame, graphics, drawing, painting, batik, jewelry, rug-hooking, weaving, metal sculpture, wood sculpture, cartooning, illustrating, calligraphy, printmaking, puppet-making, photography, leathercraft, metalsmithing, textiles, art communication, design, film-art, 3-D picture, fly-tying, models, commercial art, color and composition. Another variable factor is that the amount of material covered in each course will be determined by the duration of the class. Classes may be either 9 weeks, 12, 18 weeks, or a full year. Still another variable is that senior high classes will proceed on a more advanced level than corresponding classes at the junior high schools. Therefore, the following objectives may not fit the prescribed behavioral format since they are generalized, so that they may apply to many of the art classes offered in the program. (Each art teacher has, however, prepared behavioral objectives for each class he/she teaches).

--Students will demonstrate increased ability to--pose and solve problems, to think independently, to make decisions, to express personal thoughts and feelings, to create original designs--through their involvement with two or three dimensional media.

--Students will learn and utilize the elements of design; space, line shape, form, color, value and texture: the principles of design; balance, movement, repetition, emphasis, contrast and unity--within the media they explore.
--Students will demonstrate increased visual literacy and critical awareness of the environment.
--Students will demonstrate a personal involvement with the media through increased levels of work habits, effort and attention span, as observed by increased craftsmanship and competency with the tools and processes of each media.
--Students will be exposed to the art heritage of this world, especially when it is relevant to the concerns of the individual projects.

Students will be evaluated by the teacher in the categories of completeness of the design problem requirements, originality, attendance, correct and safe use of the equipment, prompt and complete clean-up, active participation in materials and information gathering (resourcing), and excellence of design and craftsmanship.

Resources

The District pays for the entire program except for the money that is collected from student fees to supplement the supplies purchased by the District.

	'74-'75	'75-'76
Junior High	$11,211.00	$9,817.00
Senior High	6,651.00	7,391.00
Total Student Fees	$17,862.00	$17,208.00

Significant Change in Program Focus

None

Budget

	'74-'75	'75-'76	'76-'77
Salaries (24.63 FTE)	$360,005.00	$289,726.00	
Fixed Charges*	63,073.00	43,459.00	
Fringe Benefits	--	9,954.00	
Supplies	21,440.00	24,110.00	
Maintenance of Equipment	3,61[illegible].00	554.00	
Replacement of Equipment	2,123.00	2,639.00	
Capital Outlay** Equipment	8,357.00	2,868.00	
Remodeling and Alterations	--	175.00	
Net Cost	$458,613.00	$373,475.00	

Cost per student: Junior High $2.42
Senior High $2.19

* Fixed charges and Fringe Benefits were together in '74-'75.
** Capital Outlay equipment and remodeling were not separated in '74-'75.

EUGENE PUBLIC SCHOOLS
School District No. 4J, Lane County
Eugene, Oregon

ARTS AND CRAFTS -- SECONDARY
(General Fund Budget)
1976-77

REGULAR PROGRAM

	Junior High	Senior High	Total	
(A) Certificated Salaries:	$207,120.00	$118,140.00	$325,260.00	
(B) Noncertificated Salaries:	5,633.00	2,584.00	8,217.00	
(C) Department Head Increments:	1,060.00	3,253.00	4,313.00	
(D) Employee Benefits:	43,583.00	25,638.00	69,221.00	
(E) In-District Travel:	76.00	76.00	152.00	
(F) Supplies:	35,508.00	29,687.00	65,195.00	
(G) Textbooks:	459.00	1,589.00	2,048.00	
(H) Repair of Textbooks:	9.00	231.00	240.00	
(I) Equipment:	4,145.00	4,261.00	8,406.00	
(J) Postage:	--	18.00	18.00	
(K) Reference Books:	--	62.00	62.00	
TOTAL REGULAR PROGRAMS	$297,593.00	$185,539.00	$483,132.00	(1)

OVER AND ABOVE REQUESTS

(L) Supplies	$ 200.00	--	$ 200.00	
TOTAL OVER AND ABOVE REQUESTS	$ 200.00	--	$ 200.00	
TOTAL COSTS	$297,793.00	$185,539.00	$483,332.00	(1)
1975-76 Budget Costs:			$373,475.00	

(1) Total includes fees previously collected from Art and Crafts students.

BUDGET WORKBOOK PAGES

(A)	22,43	(G)	34,66
(B)	23,44	(H)	35,67
(C)	24,46	(I)	39,40
(D)	28,50	(J)	58
(E)	31,56	(K)	68
(F)	33,65	(L)	20a

Prepared by: Charles Hamby
Business Services Administrator

February 16, 1976

Junior High Interscholastic Athletics

The Junior High Interscholastic Athletics Program provides opportunities for students to participate voluntarily in sports beyond the physical education program.

Law

Junior High Interscholastic Athletics are not required by law. If a school district has a program, however, there are guidelines that apply to the program. HEW Regulations (45 CFR Part 86), Section 86.41 prohibits discrimination on the basis of sex. Institutions are not precluded from employing either separate or unitary administrative structures for men's and women's sports, but such structures or coaching assignments which have a disproportionately adverse effect on the employment opportunities of one sex are prohibited by the regulation. School districts...are obligated to perform a self-evaluation of their entire education program, including athletics, prior to July 21, 1976. Based upon that evaluation, they must develop a plan to accommodate effectively the interests and abilities of both sexes, which plan must be fully implemented as expeditiously as possible and in no event later than July 21, 1978. The determination is whether each sex has an equal opportunity to compete in athletics in a meaningful way. The regulation addresses the totality of the athletic program of the institution rather than each sport offered. (Title IX)

Oregon Legislature 1975 passed HB2131 which states in section 1 (2) No person shall be subjected to discrimination in any public...school or interschool activity...where the program...is financed in whole or in part by monies appropriated by the Legislative Assembly.

Eugene School Board policy requires a physical examination in 7th and 10th grades to participate in interscholastic athletics.

New students entering for the first time at any grade level must have a physical examination to participate in interscholastic athletics.

Any student injured during the sport season must have a physician-signed Return To Play Form before participating in competition again.

Oregon Department of Education proposed Athletics Manual Policy states...that practices should be limited to 1½ hours in length and that junior high games shall not be played as preliminary or half-time events for high school or college games, and that night games should be discouraged.

Client

An estimated 32% of the junior high student body participates in the program. (See Table I). No change is expected in '76-'77.

Staff

160 salaried coaching positions in eight junior high schools. 20 positions exist in each school covering four seasons. All positions are filled by teachers in the District. Since coaching is in addition to regular teaching duties, the teachers are paid extra according to negotiated rates (see Extra Duty for Extra-Curricular Assignments Program # 4).

Administrators

Each junior high school has one teacher who is also an athletic coordinator. Coordinators are paid seven percent of their 1975-76 salary for their work. Salaries range from $711.00 to $1,153.00 per year.

Objectives and Methods '76-'77

There are no objectives established for the junior high interscholastic athletic program. Athletic coordinators indicate that there are no plans to establish any for the '76-'77 school year. There are broad goals that pertain to students and to coaches and athletic coordinators: To provide students with the opportunity

Objectives and Methods cont'd.

to meet and interact with students from their junior high school and from other junior high schools during after school hours; to provide students with the opportunity to develop advanced individual athletic skills and team skills; and to provide students with the opportunity to compete against students from other schools.

Coaches assist in developing students' individual and team skills, provide an environment which is healthy and safe, promote good sportsmanship, and provide the opportunity for social interaction among students during after-school hours.

Athletic coordinators provide programs which meet the needs and interests of the students, promote harmonious relations between the junior high school, the Eugene Sports Program and the Parks Department, provide coordination between junior high and high school athletic programs, provide assistance to the coaching staff, insure equality between girls' and boys' athletic programs, and work with other athletic coordinators to develop recommendations related to the district athletic program.

The methods for accomplishing these goals are through practice, drills, exercises and competition. Improvement is observable from entry into the program to the end of the season.

Resources

In addition to 4J funding, all junior high schools receive money from student activity funds. The athletic program at each school receives differing amounts which are used to hire officials, purchase uniforms and for miscellaneous supplies. The student government in each school must approve the fund requests. For '74-75, $9,949.00 was received for both the boys' and girls' program. Figures for '75-'76 are unavailable at this time.

Significant Change in Program Focus

Federal law, specifically Title IX, has resulted in significant changes in the program. A Task Force Report resulted in recommendations to the '75-'76 Budget Committee that certain increases were needed to bring the program more in compliance with the law.

Changes were: Additional funds to purchase uniforms and supplies and to hire officials to upgrade existing programs for girls; establishment of athletic coordinators in each of the junior high schools; opening all sports to coed that are now offered separately for boys or for girls; adding three increments to the coaching schedule for girls' sports at each junior high school.

Budget

	'74-'75	'75-'76	'76-'77
Girls:			
Coaching Increments	$19,800.00	$29,532.00	
Athletic Supervision	1,411.00	1,552.00	
Athletic Coordinators	-0-	8,000.00	
Fixed Charges	3,182.00	5,863.00	
Supplies	540.00	8,000.00	
Transportation	927.00	1,382.00	
Total	$25,860.00	$54,329.00	
Boys:			
Coaching Increments	$33,487.00	$35,199.00	
Athletic Supervision	7,991.00	8,790.00	
Athletic Coordinators	-0-	-0-	
Fixed Charges	6,222.00	6,598.00	
Supplies	540.00	1,332.00	
Transportation	5,253.00	7,830.00	
Total	$53,493.00	$59,749.00	
Total Athletic Budget:	$79,353.00	$114,078.00	

Cost per student: $32.10

Table 1: Staff and Student Information for Junior High Interscholastic Athletics

Coaching Position	Number of Positions	Salary Formula	Men	Men Salary Range	Student Teacher Ratio	Women	Women Salary Range	Student Teacher Ratio	Students (estimates of athletic coordinators) Girls	Boys	Total
			Staff '75-'76								
Wrestling	16	3%	16	$278-425	31					495	495
Boys' Soccer	16	4%	16	370-566	29					460	460
Baseball	8	5%	8	481-708	17					135	135
8th Boys Basketball	8	5%	8	463-726	14					115	115
9th Boys Basketball	8	6%	8	625-850	13					102	102
Head Boys' Track	8	6%	8	577-850	36					570	570
Assistant Track	8	4%	7	370-433		1	370				
Cross Country	8	3%	8	278-425	21				2	168	170
Girls' Soccer	16	4%	3	370-385		13	370-566	22	347		347
Volleyball	16	3%	3	278		13	289-425	23	360		360
Girls' Basketball	16	3%	8	278-289		8	278-387	14	216		216
Girls' Track	8	5%	2	463		6	481-666	29	233		233
Gymnastics	16	3%	2	277		14	277-425	22	347		347
Total	152		97		23	55		21	1,505	2,405	3,550

EUGENE PUBLIC SCHOOLS
School District No. 4J, Lane County
Eugene, Oregon

INTERSCHOLASTIC ATHLETICS
JUNIOR HIGH
(General Fund Budget)
1976-77

REGULAR PROGRAM

	Boys	Girls	Total
(A) Coaching Increments:	$41,927.00	$28,594.00	$ 70,521.00
(B) Athletic Supervision:	10,313.00	5,156.00	15,469.00
(C) Athletic Coordinators:	3,885.00	3,885.00	7,770.00
(D) Fixed Charges & Fringe Benefits:	11,439.00	7,670.00	19,109.00
(E) Supplies:	250.00	728.00	978.00
*(F) Transportation:	3,520.00	4,645.00	8,165.00
(G) Contracted Services:	--	2,183.00	2,183.00
(H) Equipment:	--	3,573.00	3,573.00
TOTAL REGULAR PROGRAM	$71,334.00	$56,434.00	$127,768.00

OVER AND ABOVE REQUESTS

(I) Contracted Services:	484.00	--	484.00
(J) Equipment:	800.00	--	800.00
(K) Supplies:	113.00	--	113.00
TOTAL OVER AND ABOVE REQUESTS	$ 1,397.00	--	$ 1,397.00
TOTAL COSTS	$72,731.00	$56,434.00	$129,165.00
1975-76 Cost	$59,990.00	$54,579.00	$114,578.00
1974-75 Cost	$53,493.00	$25,860.00	$ 79,353.00

BUDGET WORKBOOK PAGES

(A)	26	(G)	30
(B)	27	(H)	39
(C)	24	(I)	20c
(D)	28	(J)	20c
(E)	33	(K)	20c
(F)	22,36,267,279		

* 80% of Activity Transportation funds applied to Athletics (50%-girls -- 50% boys)

Prepared by: Charles Hamby
Business Services Administrator

February 16, 1976

Senior high school interscholastic athletics provides opportunities for students to participate voluntarily in sports beyond the physical education program.

Law

Senior high school interscholastic programs are not required by law. If a school district has a program, however, there are guidelines that apply to the program. See Junior High Interscholastic Athletics #3 for details of these guidelines. In the proposed Athletic Policies Manual (Oregon Department of Education), the only differences between the junior and senior high programs are that senior high practice sessions should be limited to two hours in length and there is no regulation concerning night games for senior high.

Client

Boys	'74-'75	'75-'76*
Baseball	155	
Basketball	155	
Cross Country	76	78
Football	468	479
Golf (Coed)	52	
Gymnastics	65	54
Skiing (Coed)	58	
Swimming	88	
Tennis	69	
Track	225	
Wrestling	176	
TOTAL	1,532	

Girls	'74-'75	'75-'76*
Basketball	89	
Cross Country	34	47
Field Hockey	68	45
Golf (Coed)	1	
Gymnastics	49	71
Skiing (Coed)	29	
Softball**	112	
Swimming	80	
Tennis	73	
Track	120	
Volleyball	77	76
TOTAL	732	

* Figures available only for fall sports for '75-'76.
** Intramural sports in '74-'75, interscholastic '75-'76.

It is estimated that 25% of the student body participates in the program. It is expected that the total number of boys will remain approximately the same for '75-'76 and '76-'77. The total number of girls is expected to increase somewhat.

Staff

Twenty-two coaching positions at each high school in the boys' interscholastic athletics program in '74-'75 and '75-'76. These coaching positions were distributed as follows; football, six positions; basketball, three; baseball, two; track, two; wrestling, two; and swimming, tennis, cross country, golf, skiing, intramurals and gymnastics, one position each. This distribution was the same at all high schools and was the same for both '74-'75 and '75-'76.

For '75-'76 there were 14 coaching positions for girls' interscholastic athletics at each high school, an increase from eight positions in '74-'75. In '74-'75, there was one coaching position for each of the following; swimming, gymnastics, tennis, track, intramurals, cross country, golf, and volleyball. In '75-'76, there were two coaching positions each for gymnastics, volleyball and basketball and one coaching position each for swimming, tennis, track, intramurals, cross country, golf, field hockey and softball. This distribution of positions was the same at all four high schools.

Student/teacher ratios vary considerably for different sports from approximately 10/1 to 35/1 depending on the number of students interested and the difficulty in teaching the sport. Coaches spend 82 to 558 hours/sport with an average of about 300 hours/sport. In addition to the paid staff, there are usually three or four volunteers a year coaching at each school. It is not known if there will be any change in the number of coaching positions for '76-'77.

Administrators

An athletic director and an assistant athletic director at each school. The athletic director's duties include attendance at contests with his school, filing of athletic contracts, preparing athletic budgets and schedules, purchasing equipment, paying bills and officials, supervising and evaluating coaches, inspecting playing and spectator facilities to insure the safety of participants and spectators, and filing an inventory of all athletic equipment. The athletic directors have estimated that they spend an average of 947 hours/year beyond their release time in fulfilling their duties. The assistant athletic directors assist the athletic directors in their duties and are generally responsible for the functioning of the girls' athletic program. The assistant athletic directors are unable to make an estimate of the number of hours they will spend each year, since this position was just begun in '75-'76. There will be no change in administrators in '76-'77.

Objectives and Methods '76-'77

The extracurricular program personnel have not been asked to write their objectives and methods. The following objectives are general:

--Provide the opportunity for students to compete at higher skill levels than in the day P.E. program.

--Students will increase their physical fitness by participating in progressively more difficult conditioning exercises, drills, skills and contests. It will be possible to measure this by comparing the students' skills, agility and stamina at the beginning and end of the season.

--Students will learn good sportsmanship through athletics. By observing the students' behavior during competitions, the coaches will be able to tell whether students have learned this.

--Contributes to good school spirit and stimulates interest in and support for the entire school program.

--Provide an opportunity for students to develop mentally by learning the rules of the game and team strategies and by assuming leadership and responsibilities commensurate with the students' age and maturity.

--Students will learn new sports that are not offered in the day P.E. program. By the end of the season, the participants will know the rules and the basic skills involved in playing the new sport. This will be observable by whether or not they are able to play the game correctly.

--Provide equal opportunities for girls who wish to participate in the athletics program. The District has begun providing additional funding for the girls' athletic program. Assuming that this higher level of support is continued, it is expected that the size and quality of this program will increase. This can be measured by the number of participants, the number of sports available to girls, and the number of games played during the season.

Resources

Student body funds and receipts from ticket sales are used to pay for transportation, scouting, meals, new equipment, care and repair of equipment, laundry and cleaning, first aid supplies, officials, advertising, field expenses, telephone, postage, awards and trophies, dues and entry fees, and miscellaneous expenses. It is anticipated that the outside resources will be approximately the same in '76-'77.

Significant Change in Program Focus

Since the regulations prohibiting discrimination in athletics on the basis of sex have been instituted, the District has been increasing support of the girls' athletic program to provide equal opportunities for girls who wish to participate. The number of coaching positions was increased by 24 (six per school) in '75-'76, and the position of assistant athletic director was created. The District provided $4,000 ($1,000 per school) in additional funds for girls' athletics in '74-'75. This was increased to $8,000 ($2,000 per school) in '75-'76.

Resources

	1974-75				1975-76 estimates			
	Churchill	NEHS	Sheldon	SEHS	Churchill	NEHS	Sheldon	SEHS
Ticket Sales								
Autzen Stadium gate receipts	$9,656.08	$9,732.83	$9,397.58	$10,021.83	$9,699.00	$9,710.00	$10,637.00	$10,455.00
Basketball	5,300.00	7,500.00	7,261.68	3,991.18	5,045.00	7,500.00	6,500.00	4,000.00
Gymnastics	150.00	100.00	320.00	1,150.96	625.00	220.00	428.00	645.00
Volleyball	-	-	-	101.00	150.00	-	-	-
Wrestling	150.00	350.00	431.00	218.80	200.00	273.00	438.00	250.00
Student Body Funds	2,300.00	3,200.00	2,500.00	not known	3,708.00	2,600.00	2,500.00	6,955.20
Booster Club Funds	500.00	-	-	-	500.00	-	-	-
TOTAL	$18,056.08	$20,882.83	$19,910.52	$15,483.77*	$19,927.00	$20,303.00	$20,503.00	$22,305.20

*Total not including Student Body Funds.

Budget

	Boys			Girls		
	'74-'75	'75-'76	'76-'77	'74-'75	'75-'76	'76-'77
SALARIES						
Coaching Increments	$76,800.00	$80,814.00		$15,308.00*	$44,773.00*	
Athletic Supervision	11,862.00	13.048.00		2.093.00	2,302.00	
Athletic Directors	13,281.00	16,566.00		2,344.00	4,000.00	
Total Salaries	$101,943.00	$110,428.00		$19,745.00	$51,075.00	
FIXED CHARGES	15,291.00	16,564.00		2,962.00	7,661.25	
SUPPLIES	487.00	623.25		487.00	623.25	
AUTZEN STADIUM OPERATION (District Costs)	15,103.00	15,332.25		- 0 -	- 0 -	
TOTAL	$132,824.00	$142,947.50		$23,194.00	$59,359.50	

*The District provided an extra $4,000 ($1,000 per school) for girls' athletics in '74-'75 and an extra $8,000 ($2,000 per school) in '75-'76 for supplies, officials, etc. These funds were included in the coaching increments and not shown separately in the '75-'76 Budget.

Cost/Student '74-'75 boys $83.86
girls $31.69

'75-'76 can't be figured at this time since the total number of participants for the year is not known.

EUGENE PUBLIC SCHOOLS
School District No. 4J, Lane County
Eugene, Oregon

INTERSCHOLASTIC ATHLETICS
SENIOR HIGH
(General Fund Budget)
1976-77

REGULAR PROGRAM

	Boys	Girls	Total
(A) Coaching Increments:	$101,001.00	$48,341.00	$149,342.00
(B) Athletic Supervision:	12,318.00	6,159.00	18,477.00
(C) Athletic Directors:	7,620.00	7,620.00	15,240.00
(D) Fixed Charges & Fringe Benefits:	25,012.00	13,270.00	38,282.00
(E) Supplies	--	2,318.00	2,318.00
(F) Autzen Stadium Operation (District Expense):	66,758.00	--	66,758.00
(G) Transportation:	5,500.00	8,290.00	13,790.00
(H) Contracted Services:	--	1,360.00	1,360.00
(I) In-District Travel:	574.00	--	574.00
(J) Textbooks:	26.00	26.00	52.00
(K) Reference Books:	59.00	--	59.00
(L) Equipment:	948.00	6,824.00	7,772.00
(M) Football Parking Receipts:	(3,000.00)	--	(3,000.00)
(N) Football Gate Receipts:	(40,000.00)	--	(40,000.00)
(O) Transportation Reimbursement from High Schools:	(5,500.00)	(5,500.00)	(11,000.00)
TOTAL REGULAR PROGRAM	$171,316.00	$88,708.00	$260,024.00
1975-76 Cost	$142,948.00	$59,360.00	$202,308.00
1974-75 Cost	$132,824.00	$27,194.00	$160,018.00

BUDGET WORKBOOK PAGES

(A) 48
(B) 49
(C) 43,46
(D) 50
(E) 65
(F) 49,50,53,54,55,57,59,61,62,63,64,74,75
(G) 44,70,267,279
(H) 52
(I) 56
(J) 66
(K) 68
(L) 76
(M) ii
(N) ii
(O) ii

Prepared by: Charles Hamby
Business Services Administrator

February 16, 1976

Career Education

Career Education is a K-12 program aiming to develop (1) an understanding of self, of job realities and job planning skills, (2) an understanding of the psychology of self-fulfillment, and (3) an understanding of leisure and leisure skills.

Law

Ten hours of Career Education is listed among the minimum state requirements for graduation, and is expected to be integrated throughout the elementary and secondary school experience and in every discipline. OAR 22-240 (compliance date September 1, 1975) directs that as a performance requirement, each student shall demonstrate the competencies required to function effectively within a career cluster or broad range of occupations. Federal PL 93-380 (from the 1974 Amendment to the Elementary and Secondary Act of 1965) mandates a Career Education program. New federal legislation is pending; it is possible that the National Vocational Act may be amended or that a new Career Education Act may be passed. If new legislation is enacted, the dollar allocations and guidelines of Vocational Act funds (see "Resources") may be modified to comply with the changes in federal legislation.

Client

All students are potential clients. It is difficult to measure the number of students affected at the elementary level. At the secondary level, students are more easily identified by enrollment in Career Exploration and vocational courses. However, it does not necessarily follow that all teachers of vocational courses relate Career Education concepts to their courses of instruction, and Career Education is not limited to teaching vocational skills. Teachers of other courses may be integrating Career Education into the curriculum, but it is difficult to count students affected.
Thus, Career Education does not have fixed boundaries in the curriculum. For these and the following reasons, the student numbers below are only very rough estimates: (1) course lengths differ, so some enrollments are for 9, 12, 18 weeks, or for full-year classes (except for junior high industrial and home economics classes, where full-year estimates are given), (2) the same student may be counted in more than one class, (3) the only available enrollment data was from second semester '74-'75 and first semester '75-'76 and courses offered in first semesters are not all comparable to ones offered in second semesters.

	Second Semester '74-'75	First Semester '75-'76	'76-'77
Junior High			
Career Explorations	737	823	increases ex-
Industrial Education	2,332	2,288	pected; see
Home Economics	2,090	1,824	below
TOTAL	5,159	4,935	
Senior High			
Business Clusters	1,753	1,761	no significant
Industrial Clusters	828	870	change expected
Home Ec (Child Care)	119	128	in these clust-
Health Occupations Cluster	123	120	ers; see below
Communications Clusters	337	286	

Senior High (Continued)	'74-'75	'75-'76
Forestry (Science)	60	7
Career Processes	150	171
	3,370	3,343

Increased junior high enrollment in Career Exploration courses is due to addition to sections resulting from new graduation requirement. Decrease in junior high Industrial and Home Economics courses reflects a drop of ten sections due to teacher cutbacks. Possible further cutbacks in '76-'77 due to generally declining enrollment may affect these curricular areas. Apparent drop in senior high Communications is due to drop of a beginning section of broadcasting at one school and lack of advanced course being offered in the first semester at another school. Forestry program was discontinued at Sheldon High School. Other changes are explained by the semester course offering variable. Possible addition in some schools of new clusters in '76-'77: Administrative, Laboratory Occupations, Social Services.

Staff

Non-certificated:

(1) 1.0 position, 100% reimbursed by Title I and shared between Title I and Career Education programs. Due to addition of a Title I school to the District in '76-'77, this person will spend 90% of her time with Title I. 10% available to the Career Education program is inadequate, and an additional 1.0 non-certificated position will be necessary for '76-'77.

	'74-'75	'75-'76	'76-'77
Non-certificated	.4	.3 .2 cooperative work experience student	

Certificated:

Potentially all 4J teaching staff. Determining staff numbers meets with the same difficulty as student numbers. The following are rough estimates of full-time teacher equivalents based on Career Exploration and vocational cluster courses only. (Student/teacher ratios appear in parentheses):

Elementary -- impossible to estimate

Junior High	35.7 (1:22.2)	34.1 (1:21.8)	no significant change expected
Senior High	39.2 (1:16.8)	38.0 (1:17.5)	no change expected in present cluster area

Administrators

1.0 Career Education Specialist

Objectives and Methods '76-'77

--At the elementary level, Career Awareness aims to develop awareness of interests, abilities, aptitudes, values and self esteem by providing activities which allow students to draw conclusions regarding their interests, abilities, etc. Because much of the elementary program deals with effective areas of learning, it is difficult to measure achievement at this level.

--Also, Career Awareness aims to develop career options.

Students define career, life roles, stereotyping, and identify what kinds of jobs exist. Field trips and films are two activities used to explore types of jobs people do. Success is measured by teacher judgment of student performance.

--Junior High Career Exploration courses try to develop awarness of interests and aptitudes, to explore job occupations in 25 "clusters", and then to match up interest and aptitude with career possibilities for the purpose of (1) making tentative choices regarding further high school career or vocational education, and (2) exercising decision-making skills necessary to the self-directed and life-long process of career development.
Activities include keeping notebooks, making personal inventories, clarifying personal values, taking field trips, interviewing workers, working as community aides (at one school), having speakers and films, examining local job listings, and using the Career Information Services computer. Evaluative methods vary according to teacher judgment, but are often based on comparisons between pre-test and post-test results (e.g., the ability at the end of a semester to list 100% more occupations available).

--In general, junior high home economics and industrial education courses aim to provide experiences which will allow the student to identify interests, abilities and job realities, and develop leisure skills and other skills necessary to adult life roles (e.g., cooking, basic carpentry).

--Career Education at the senior high level provides courses in occupational clusters. Cluster courses fall into two categories: vocational and exploratory. Vocational courses are those which aim to provide sufficient preparatory skills and knowledge, either for entry level employment in a career cluster or for further specialized higher education.
Methods vary among teachers and courses, but usually include some combination of classroom instruction coordinated with field, shop, lab, cooperative work, and other supervised occupational experience. Cooperative work experience students receive credit and learning experience; some are paid as well. Not all vocational students have a work placement, but most vocational courses simulate the occupational experience.
A measurement of how well vocational courses are meeting their objectives are follow-up studies of on-the-job performance of students who have chosen to pursue and are employed in the vocation studied.

--Exploratory clusters do not primarily aim to train students for entry-level jobs, but to develop awareness of interests, abilities and career opportunities as they relate to one career cluster. While these courses may prepare students with the beginning skills needed for a job, it is generally acknowledged that at least two years of higher education are necessary to employment preparation. Evaluations of students are made by point systems, written assignments, tests, and other criteria decided by the teacher.

--At the senior high level, Career Education aims to develop in all students awareness of career options.
In conjunction with counseling programs, several activities are done: NEHS received Title IV Part B funds for a Career Development Center which provides informational resources, speakers, films, and CIS computer services. Also, some small group sessions and career seminars have occurred, and some teachers of academic courses integrate career activities into their courses.

NOTE: Spring '74 was the first time elementary teachers wrote their objectives and methods for the program, and the class of '78 will be the first to graduate under the career education requirement. A group of teachers will be developing instruments for measuring progressive career development at grades 6, 9, and 12.

These will be administered to a sample of students who have not had Career Education courses, and the results will be used as a base on which to judge the results of the career education program as it develops.

Resources

The 1968 Amendments to the Vocational Act of '63 (PL 90-576) makes supplementary PL 88-210 funds available through the SDE for reimbursement of the district on the basis of students who meet state qualifications and are enrolled in approved vocational courses. In '74-'75, there were 591 "weighted" or reimbursed students; in '75-'76, there are 669. Reimbursement totals approximately $25,000 per year. No significant change expected for '76-'77.

Through the same Vocational Act, the state also makes HEW funds available by competitive proposal for high-priority projects, e.g., projects for disadvantaged and handicapped students (Part B funds) and exemplary projects (Part D funds). Proposal funding methods vary according to the project category, but in general, extent of local commitment to extend the project beyond the funding year and to integrate it into the regular program are important criteria for receiving those federal funds. An example of a '75-'76 proposal project funded with Vocational Act Part B monies is the continuation of a '74-'75 initiated vocational program at NEHS which, in the first semester of '75-'76, affects 15 students with reading disabilities who are integrated in three regular business courses. In '74-'75, it received a $6,000 grant and $2,600 district money; in '75-'76 it was granted $7,685. The Spring Creek Awareness Program has received Part D exemplary funds. It aimed to teach each child greater career awareness. The process helps students to explore their likes, how they change, what they want to be like, skills they need to develop, and how they interact with others. In '74-'75, 488 students were affected by the program. Twenty-two hours of inservice were given to the 30 teachers involved; materials were developed and distributed, and evaluations were made. Federal funding for '74-'75 totaled $6,675 and of this amount, $2,800 unspent in '74-'75 was carried over for '75-'76. The district contributed $6,940 for staff trainers and some release time (plus in kind for project director and coordinator). Two courses at Churchill have also received Vocational Act monies. "Buyer Beware" in '74-'75 was granted $4,850 and spent $2,405. The remaining sum was carried over for '75-'76 and $588 of it has been spent. "Personal Finance" in '74-'75 was granted $29,120 and spent $15,243. The remainder was carried over for '75-'76 and $633 was spent. Both accounts were then closed in '75-'76.

Title IV, Parts B and C funds are available for Career Education projects. A Career Development Center at NEHS receives $5,383 of Part B funds allocated to its region. Two schools have applied by competitive proposal for Part C funds.

The Teacher Incentive Program has provided $1,330 for three Career Education projects in '75-'76. Funds for '76-'77 are not yet awarded.

Lane IED makes the Career Information System available to junior high career exploration classes and participating senior highs. Computer terminal time is provided. IED also provides career education inservice training.

The Extern Program for Career Education Leadership Development makes teacher training available through Oregon State University in conjunction with the SDE.

The program expects the district to provide release time and to pay expenses for the representative teacher-candidates who participate in its workshops and statewide visitations. The district's financial commitment per candidate would total about $1,200 if it paid both expenses and release time. Presently, two regions each provide release time for one teacher to attend the program and one region also pays $288 for expenses out of its curriculum development allocation. Other expenses are paid by the teachers.

Student fees '75-'76:	Industrial Arts	Vocational Education
Junior High	$10,638.00	
Senior High	6,864.00	$4,140.00

See Program #32 for a more complete picture of student fees.

Significant Change in Program Focus

The Career Education Program has broadened from a vocational program for non-college bound students into a K-12 program of career development and guidance. There is an emphasis on integrating career education with the existing curriculum. At the same time that general career education is expanding, new vocational clusters are being developed and expect to be implemented over the next few years to provide a wider range of opportunities for vocational, occupational and career exploration and preparation.

Budget

	'74-'75	'75-'76	'76-'77
Overhead		$ 50,493.00	
Vocational Courses			
Business		282,736.00	
Industrial		278,690.00	
Health		16,020.00	
Forestry		21,512.00	
Jr. High Career Explorations		74,416.00	
Build-a-House	$11,756.00	13,745.00	
Radio KRVM	60,229.00	32,417.00*	

Build-a-House project and the radio program were the only two components broken out of the budget in '74-'75.

* Decrease in '75-'76 radio program budget due to: (1) exclusion of engineer's salary from budget workbook when it was prepared ($14,820 was later added for '75-'76), (2) No radio or TV programming and ensuing equipment costs for professional instructional broadcasts in '75-'76, (3) TV equipment not used in '75-'76, (4) No equipment replacement for '75-'76, (5) No building remodeling for '75-'76, (6) No remote equipment, only one remote line, in '75-'76.

Budget figures do not include $4,000 inservice '74-'75 or $3,126 inservice '75-'76.

EUGENE PUBLIC SCHOOLS
School District No. 4J, Lane County
Eugene, Oregon

CAREER EDUCATION - SENIOR HIGH
(General Fund Budget)
1976-77

REGULAR PROGRAM

	Homemaking	Industrial Education	Business Education
(A) Certificated Salaries:	$128,283.00	$198,840.00	$214,801.00
(B) Noncertificated Salaries:	3,101.00	5,362.00	8,593.00
(C) Department Head Increments:	3,060.00	5,669.00	7,896.00
(D) Employee Benefits:	27,803.00	43,396.00	47,825.00
(E) Rentals:	--	--	5,813.00
(F) In-District Travel:	--	--	--
(G) Postage:	12.00	24.00	72.00
(H) Supplies:	8,044.00	21,165.00	5,736.00
(I) Textbooks:	1,692.00	2,575.00	5,552.00
(J) Repair of Textbooks:	41.00	180.00	327.00
(K) Reference Books:	--	--	--
(L) Vehicle Supplies:	--	--	--
(M) Equipment:	9,692.00	18,132.00	10,062.00
(N) Pupil Transportation:	--	--	--
(O) In-District Expense:	--	--	--
(P) Periodicals:	--	--	--
TOTAL REGULAR PROGRAM	$181,728.00	$295,343.00	$306,677.00

OVER AND ABOVE REQUESTS

(Q) Noncertificated Salaries:	--	--	--
(R) Employee Benefits:	--	--	--
(S) Equipment:	--	--	6,222.00
(T) Rentals:	--	--	2,725.00
(U) Vehicle Supplies:	--	--	--
TOTAL OVER AND ABOVE REQUESTS	$ --	$ --	$ 8,947.00
TOTAL COST	$181,728.00	$295,343.00	$315,624.00

BUDGET WORKBOOK PAGES

(A)	43,133	(L)	69
(B)	44	(M)	76,77,269
(C)	46	(N)	267,268,279
(D)	50,135	(O)	137
(E)	53	(P)	143
(F)	56,136	(Q)	132a
(G)	58,138	(R)	132a
(H)	65,141	(S)	132a,42c,42d
(I)	66	(T)	42c,42d
(J)	67	(U)	42d
(K)	68,142		

Vocational Education	Career Exploration	Career Education Administration	Construction Occupations	Electrical Electronics	Forestry
$ 15,662.00	$ 8,950.00	$ 23,043.00	$ 11,933.00	$ 11,933.00	$ 7,459.00
--	--	--	--	--	--
--	--	--	--	--	--
3,242.00	1,847.00	5,570.00	2,465.00	2,465.00	1,546.00
1,140.00	--	--	--	--	2,225.00
5,978.00	--	780.00	--	855.00	--
--	--	60.00	--	--	--
11,305.00	--	590.00	--	--	528.00
--	--	--	127.00	97.00	200.00
--	--	--	--	--	--
101.00	--	100.00	--	--	--
1,260.00	--	--	--	--	600.00
15,465.00	--	--	2,707.00	5,387.00	1,365.00
--	--	6,037.00	--	--	--
--	--	50.00	--	--	--
--	--	106.00	--	--	--
$ 54,153.00	$ 10,797.00	$ 36,336.00	$ 17,232.00	$ 20,737.00	$ 13,923.00
--	--	7,604.00	--	--	--
--	--	1,680.00	--	--	--
--	--	837.00	--	--	1,245.00
--	--	--	--	--	--
--	--	--	--	--	--
$ --	$ --	$ 10,121.00	$ --	$ --	$ 1,245.00
$ 54,153.00	$ 10,797.00	$ 46,457.00(1)	$ 17,232.00	$ 20,737.00	$ 15,168.00

(1) A percentage of the Administrative costs should be applied to the Elementary and Junior High Career Education Programs.

(2) Includes fees collected from students.

Health Careers	Distributive Education	Industrial Mechanics	Child Care	Broadcasting	Total	
$ 11,933.00	$ 26,850.00	$ 37,292.00	$ 20,884.00	$ 11,933.00	$ 729,796.00	
--	--	--	--	--	17,056.00	
--	--	--	--	--	16,625.00	
2,465.00	5,548.00	7,713.00	4,320.00	2,465.00	158,670.00	
1,080.00	--	--	--	--	10,258.00	
--	--	--	--	--	7,613.00	
42.00	12.00	--	--	--	222.00	
296.00	381.00	912.00	244.00	270.00	49,471.00	
203.00	640.00	434.00	357.00	305.00	12,182.00	
--	--	--	--	--	548.00	
--	--	--	--	--	201.00	
1,539.00	--	--	--	--	3,399.00	
137.00	--	28,022.00	--	1,120.00	92,089.00	
--	--	--	--	--	6,037.00	
--	--	--	--	--	50.00	
--	--	--	--	--	106.00	
$ 17,695.00	$ 33,431.00	$ 74,373.00	$ 25,805.00	$ 16,093.00	$1,104,323.00	(2)
--	--	--	--	--	7,604.00	
--	--	--	--	--	1,680.00	
--	--	--	--	--	8,304.00	
1,080.00	--	--	--	--	3,805.00	
600.00	--	--	--	--	600.00	
$ 1,680.00	$ --	$ --	$ --	$ --	$ 21,993.00	
$ 19,375.00	$ 33,431.00	$ 74,373.00	$ 25,805.00	$ 16,093.00	$1,126,316.00	(2)

Prepared by: Charles Hamby
Business Services Administrator

February 17, 1976

EUGENE PUBLIC SCHOOLS
School District No. 4J, Lane County
Eugene, Oregon

CAREER EXPLORATION - JUNIOR HIGH
(General Fund Budget)
1976-77

REGULAR PROGRAM:

(A) Certificated Salaries:	$60,690.00
(B) Noncertificated Salaries:	5,205.00
(C) Department Head Increments:	1,515.00
(D) Employee Benefits:	13,737.00
(E) Postage:	57.00
(F) Supplies:	927.00
(G) Textbooks:	554.00
(H) Repair of Textbooks:	5.00
(I) Equipment:	5,926.00
TOTAL REGULAR PROGRAM	$88,616.00

BUDGET WORKBOOK PAGES

(A)	21	(F)	33
(B)	22	(G)	34
(C)	24	(H)	35
(D)	28	(I)	39
(E)	32		

Prepared by: Charles Hamby
Business Services Administrator

February 18, 1976

Communication Cadre

Communication Cadre is composed of organizational specialists who help district groups become self-renewing organizations by offering training in Organizational Development (O.D.).

Law
No law mandates that a school district have a communication cadre.

Client
Any person, task group or staff in the school district.
Parents and student groups.
The workshops, meetings, or retreats are called "interventions". There were 85 interventions between January of 1975 and July 1, 1975, involving 1,513 people. There has been an increase over '74-'75 in that more work is done with groups smaller than an entire staff. An increase of 20% is expected in '76-'77 with regard to the number of clients served.

Staff
(1) .5 non-certificated.
Volunteers--the Cadre is composed of 30 4J employees from non-certificated, certificated, and administrative positions. Volunteers apply for a position on the Cadre, participate in the Interpersonal Communication class, a group process seminar, and a seminar on organizational development. An internship of one year completes the recruitment and acceptance procedure. Interventions in the evening are voluntary; interventions during the day are on release time--that is, certificated employees may obtain a substitute for their work and are paid from funds of the region in which they intervene. Non-certificated employees may not obtain a substitute and need to negotiate with their supervisor for time away from their job. An increase of 5% is expected for '76-'77.

Administrator
(1) 1.0 administrator. The administrator will be spending 50% of his time administering Cadre and 50% of his time with the Superintendent's Staff on an organizational improvement plan for the district. In '74-'75, 100% of the administrator's time was spent with the Communication Cadre. No change is expected in '76-'77.

Objectives and Methods '76-'77
--To improve the communication process, problem-solving capabilities and decision-making procedures of individuals and groups with whom we work.
In a laboratory situation, participants will learn and try out new communication skills, problem-solving techniques and alternative methods for making decisions. Change should be observable as people begin to paraphrase, speak precisely and directly, listen to others, develop attitudes that view problems as normal and solving them as a chance to unleash creativity for improvement, move quickly to meeting and through the sequence of identifying the problem and building a plan of action to solve the problem; be able to identify target statements, situational data, and proposals. In decision-making, we will observe people identifying ahead of time decision-making responsibilities with a shared understanding from the group; those effected by the decision, helping to make the decision; recognizing that it takes more time in the process of decision-making the more people are involved; understanding and commitment being made consensually; people being committed to that decision once it has been made.

--To improve the meeting procedures and the potential for collaboration of the people and groups with whom we work through training in meeting skills and working together more effectively.

Cadre will observe meetings starting promptly, open and direct communication by all participants; that is, sharing and supportive procedures that are flexible with all members taking responsibility for maintaining the process that has been agreed upon, open adjendas and an evaluation procedure for an analysis of strengths and weaknesses of individuals and the group following each meeting.

--To devise a method of evaluating the Cadre's work in the district and implementing that evaluation method.

The Center for Educational Policy Management, University of Oregon, is conducting an evaluation of the Communication Cadre. A summary is expected by February, 1976.

- To increase the skill and competency of Cadre members.

Cadre will be able to observe twelve of their members being able to act in a consultant role on their own in crisis and other types of interventions. All Cadre members will be able to effectively lead participants in laboratory O.D. training and bring them to a level described in the previous objectives. Cadre members will confront each other for failing to exhibit the skills, attitudes, and energy needed to accomplish our objectives.

--To provide two inservice classes (Interpersonal Communication and Group and Organizational Processes) each University quarter through DCE.

Participants will exhibit the same behavior as listed in the previous objectives, indicating that they have learned new communication skills and organizational development. New People should be interested in joining the Cadre.

--Given a request from 4J, Cadre could train ten Cadre members to conduct workshops in which 75 supervisors would receive management training.

Cadre will be able to observe managers knowing how to write organizational objectives, to do program budgeting, to know what programs are succeeding and what programs are failing based on stated objectives.

Resources

There are no funds other than school district funds used in this program.

Significant Change in Program Focus

Originally, Cadre members could only be invited to "intervene" by the entire staff of whichever group needed them. Now individuals, administrative personnel, certificated or non-certificated personnel can invite them for particular training. Another change is that Cadre members have grown and developed to the point where it is possible for the administrator to undertake new tasks without adversely affecting the leadership of the Cadre as a whole. A third change is that Communication Cadre will no longer be in the RD&E budget, but will be a separate entity.

Budget	'74-'75	'75-'76	'76-'77
Salaries (1) certificated	$16,799.00	$19,756.00	
(1).5 non-certificated		3,912.00*	
Fixed charges	2,856.00	4,137.00	
Fringe benefits	--	808.00	
Transportation	624.00	624.00	
Supplies	100.00	--	
Inservice, release time, etc.		1,100.00	
Total	$20,379.00	$30,337.00	

* This is a corrected figure from the '75-'76 Budget Workbook which was in error by $3,912.00 due to overbudgeting a .5 secretary as 1.0. The Business Office states that it received the 1.0 figure from RD&E.

EUGENE PUBLIC SCHOOLS
School District No. 4J, Lane County
Eugene, Oregon

MANAGEMENT AND ORGANIZATIONAL DEVELOPMENT SERVICES
(General Fund Budget)
1976-77

REGULAR PROGRAM

(A) Certificated Salaries:	$22,190.00
(B) Noncertificated Salaries:	4,080.00
(C) Certificated Salaries - (Overtime):	4,500.00
(D) Employee Benefits:	6,333.00
(E) In-District Travel:	780.00
(F) Out-of-District Travel:	990.00
(G) In-District Expenses:	50.00
(H) Postage:	240.00
(I) Supplies:	847.00
(J) Certificated Salaries (Temporary):	1,500.00
(K) Instructional Programs Improvement Services:	950.00
TOTAL REGULAR PROGRAM	$42,460.00

OVER AND ABOVE REQUESTS

(L) Instructional Programs Improvement Services:	1,725.00
(M) Out-of-District Travel:	1,600.00
(N) Other Professional and Technical Services:	3,000.00
(O) Certificated Salaries:	12,000.00
(P) Certificated Salaries (Overtime):	4,000.00
(Q) Employee Benefits:	2,939.00
(R) Repairs and Maintenance Services:	50.00
(S) Supplies:	353.00
(T) Reference Books:	150.00
(U) Periodicals:	75.00
(V) Equipment:	945.00
TOTAL OVER AND ABOVE REQUESTS	$26,837.00
TOTAL PROGRAM COST	$69,297.00

BUDGET WORKBOOK PAGES

(A)	200	(L)	145b
(B)	201	(M)	145b,199a
(C)	203	(N)	145b
(D)	205,81	(O)	199a
(E)	208	(P)	199a
(F)	209,154	(Q)	199a
(G)	210	(R)	199a
(H)	211	(S)	199a
(I)	212	(T)	199a
(J)	80	(U)	199a
(K)	151	(V)	199a

Prepared by: Charles Hamby
Business Services Administrator

February 23, 1976

Community Schools

Community Schools offer a range of educational, social, recreational, cultural and community problem-solving opportunities for community residents. The Educational Services Department of 4J offers support to eight community school programs: Whiteaker, in its ninth year; Lincoln, in its eighth year; Laurel Hill, in its fourth year; Patterson, in its third year; Coburg, in its third year; Dunn, in its second year; Willagillespie, in its second year; and Edison, in its second year.

Law

There are no statutes, rules or policies governing community schools presently. The school district and City of Eugene are currently in the process of drafting policy to be presented to the Eugene City Council and the School Board.

Client

The programs serve the entire population of the neighborhood, preschool to seniors. Client participation varies from school to school, depending on factors such as the size of the neighborhood and the part- or full-time status of the programs (five schools are full time and three are part time). Statistics regarding participation are not collected uniformly and require evaluation on an individual school basis. All programs anticipate an increase in client participation in the '76-'77 school year.

Staff

(4) 1.0 community school coordinators
(1) .8 community school coordinators
(3) .5 community school coordinators

(8) aides (average 10 hours per week)

Total: (8) 6.3 positions

Administrator

Each community school coordinator reports directly to the principal of the school. The District does provide a liaison person who acts as a facilitator for the program and consults with the staff. This person also acts as a convenor of the Community School Advisory Board and represents the Superintendent on the Board. The Community School Advisory Board includes representatives from the various community schools, the City of Eugene, and the School Board of 4J.

Objectives and Methods for '76-'77

The objectives of the community school program vary from school to school since the program is designed to be responsive to the immediate and long-range needs of the neighborhood. Long-range objectives are listed in general form below with examples from the '75-'76 school year showing immediate objectives and methods. The examples listed below attempt to show the range of objectives found. Not all schools have objectives within each range portrayed and many have their objectives not reflected here. The community school coordinators analyze their surveys, assess the needs of the program, and observe progress.

--The community school program will increase the use of facilities, equipment and materials of the schools and other public agencies for community purposes.

During each school year, all of the community schools provide after-school and evening programs of an educational or recreational nature. Frequently these programs are taught or led by volunteers from the community. During the '75-'76 school year, for example, the Lincoln community school council will seek to maintain building availability

through the summer months by investigating possibilities for federal or district funds.

--The community school will increase the involvement of local citizens in decision-making regarding the development and operation of their community school program.

All community schools involve local citizens through membership on a community school advisory council. This group acts as the governing body of the community school and sets its goals and objectives. Membership on the council is comprised of community residents as well as including representation from the regular school program and the community school coordinator.

By the end of 1975, the Laurel Hill Community School will increase community involvement in the community school by increasing membership on the community school council and by including the Title I council as part of the community school council.

--The community school will maximize the use of the special skills, talents, and abilities of local residents, in a volunteer capacity.

During the '75-'76 school year, for example, the Willagillespie Community School will attempt to develop, coordinate and enrich a volunteer program.

During the '75-'76 school year, for example, the Coburg Community School will coordinate most of the volunteers that work in the regular school classrooms.

--The community school will encourage the involvement of other public and private agencies, organizations and groups in the delivery of their particular programs and services to community residents.

During the '75-'76 school year, for example, the Edison Community School will investigate the possibility of beginning a blood pressure check program for senior citizens and will begin steps to implement the program, if feasible, by the beginning of 1976.

During the '75-'76 school year, for example, the Patterson Community School will continue to work as a liaison between the neighborhood residents and social service agencies. For example, they will assist 4Cs in its service to families of young children.

--The community school will improve communications between agencies serving the community and community residents, and will facilitate the delivery of those available social services with relation to community residents.

During the '75-'76 school year, for example, the Laurel Hill Community School will promote local use of community services by offering access to community services, guides, etc., and by inviting speakers from agencies to speak to interested groups from the neighborhood.

During September and October of 1975, for example, the Patterson Community School will assist the Community Health and Education Center to increase the neighborhood's awareness of their services by distributing brochures, and will continue through the rest of the '75-'76 school year to serve as an informational resource to residents regarding the program.

--The community school will develop special programs and services as deemed appropriate (i.e., preschools, handicapped, senior citizens, single-parent families, etc.)

During the '75-'76 school year, Patterson Community School will continue to operate its Parent Cooperative Nursery class in the mornings.

During the '75-'76 school year, Whiteaker Community School will offer lunch to senior citizens on Thursdays.

During the '75-'76 school year, the Lincoln Community School will solicit volunteers to begin a babysitting cooperative, and will endeavor to support the cooperative in any feasible manner.

--The community school will contribute to the enrichment of the required school program by advising the instructional staff of available community resources.

During the '75-'76 school year, Coburg Community School will involve community organizations in the school by facilitating the community service projects of civic groups. For example, a Halloween party was sponsored by a civic group and two classrooms will complete bicentennial projects with the assistance of the Golden Age Club.

During the '75-'76 school year, Dunn Community School will solicit volunteers from the community to meet needs for assistance in classrooms by making these needs known to the community and coordinating volunteers.

Resources

The community school program is funded on an equal basis by the School District and the City of Eugene (Parks and Recreation Department) for schools in the city.

In addition, Whiteaker school receives $120 from Parks and Recreation to hire leaders for recreational activities. These funds are held over from low-income funds of Parks and Recreation of previous years. Lincoln school receives $1,230.00 from Parks and Recreation to supervise family nights, after-school programs, etc. These funds are also low-income funds.

Significant Change in Program Focus

There have been no significant changes in program focus other than expansion of activities annually since the inception of the program. Formative and developmental changes occur as the needs of the neighborhood change.

Budget

	'74-'75	'75-'76	'76-'77
Salaries		$62,488.00	
Fixed charges		9,373.00	
Fringe benefits	no	3,637.00	
Supplies		6,250.00	
In-service	breakdown	1,825.00	
In-district travel		1,919.00	
Pupil transportation	available	700.00	
Telephone		1,840.00	
Equipment		1,300.00	

Budget (continued)

	'74-'75	'75-'76	'76-'77
Total Regular Program Costs		$89,332.00	
Anticipated Income from Other Sources*		-$45,000.00	
Net Cost to District 4J	$41,753.00	$44,332.00	

* City of Eugene

EUGENE PUBLIC SCHOOLS
School District No. 4J, Lane County
Eugene, Oregon

COMMUNITY SCHOOLS
(General Fund Budget)
1976-77

REGULAR PROGRAM		
(A) Salaries:	$ 75,016.00	
(B) Fixed Charges & Fringe Benefits:	15,414.00	
(C) In-Service:	1,849.00	
(D) In-District Travel:	2,059.00	
(E) Telephone:	1,766.00	
(F) Postage:	55.00	
(G) Supplies:	4,830.00	
(H) Vehicle Supplies:	363.00	
(I) Equipment:	1,197.00	
TOTAL REGULAR PROGRAM	$102,549.00	$102,549.00
(J) Anticipated Revenue from other Sources:	47,000.00	
Net Cost to District 4J--Regular Program	$ 55,549.00	
OVER AND ABOVE REQUESTS		
(K) Salaries:	66,277.00	
(L) Employee Benefits:	13,167.00	
(M) In-Service:	675.00	
(N) Pupil Transportation:	431.00	
(O) In-District Travel:	1,110.00	
(P) Out-of-District Travel:	280.00	
(Q) Supplies:	2,650.00	
(R) Telephone:	500.00	
(S) Equipment:	1,057.00	
TOTAL OVER AND ABOVE REQUESTS	$ 86,147.00	$ 86,147.00
TOTAL COST		188,696.00
(J) Anticipated Revenue from other Sources		47,000.00
Net Cost to District		$141,696.00
1975-76 Budgeted Costs		$ 89,332.00
1975-76 Revenue		45,000.00
Net Budgeted Cost 1975-76		$ 44,332.00
1974-75 Net Budgeted Cost		$ 41,753.00

BUDGET WORKBOOK PAGES

(A)	353	(K)	353a,353b
(B)	353	(L)	353a,353b
(C)	353	(M)	353a,353b
(D)	353	(N)	353a,353b
(E)	353	(O)	353a.353b
(F)	353	(P)	353a,353b
(G)	353	(Q)	353a,353b
(H)	353	(R)	353b
(I)	353	(S)	353a,353b
(J)	i		

Prepared by: Charles Hamby
Business Services Administrator

February 16, 1976

Elementary Counseling

Elementary counselors assist students in their personal, social, and educational development. They also provide consultive and counseling services to teachers and parents.

Law
OAR 22-045 requires that every school shall provide an organized guidance program based on a written plan, specifying the personnel, the services to be provided, facilities, equipment, and materials to be provided for the implementation of that program.

Client
Elementary students, teachers, and parents.
We are unable to determine the number of student clients served because some counselors maintain definite caseloads while others perceive each student at the school as a client.

The program assists students with their personal, social and educational development. Counseling services are available throughout the school day and any student requesting assistance receives it within 48 hours. Students in crisis situations receive more immediate attention. Students are provided with group guidance activities which primarily deal with communication skills, problem solving, and examining cause and effect situations. New students and parents are oriented to the physical plant and learning program.

Parents receive assistance in solving problems related to student behavior and are involved in parent groups, meetings, and classes.

Teachers receive training in guidance procedures and techniques, gain assistance in planning specialized classroom programs (e.g., classroom discussion techniques, identifying real issues, behavior modification) and receive consultive services upon request.

Staff
21.5 certificated. (Positions that are paid from a counselor's salary account)
The distribution of counselors by region is:

	'74-'75	'75-'76
North	6.00	6.00
South	6.75	6.50
Churchill	6.00	5.00
Sheldon	5.25	4.00
	24.00	21.50

(Principals at Condon, Magladry and Laurel Hill assume counseling duties and are not reflected in this '75-'76 total.)

The decrease is due to the Staffing Plan, 1975, in which principals and staff may utilize staff in other positions in '75-'76 to better meet the needs of students at a particular school. No change in staffing is expected in '76-'77.

Administrators
Elementary school principals. No change is expected in '76-'77.

Objectives and Methods '76-'77
Counselors at the elementary, junior and senior high level have been meeting

in committee over the past two years to identify goals, philosophy and objectives shared by all the Eugene counselors, K-12. They have developed a 21-page document which includes these five shared goals, six goals for elementary counselors with objectives and possible activities, and four general goals for secondary counselors with activities, criteria and counselor competence. This document is at RD&E and with counselors. Since we could not present the entire document, and since Junior High Counseling was separated from Senior High Counseling and Elementary Counseling by the Superintendent's Staff and the Budget Committee, we have tried to present four or five objectives and several methods for each program from interviews with counselors and their 21-page document.

Counselors vary in their methods of meeting objectives because of differences in school populations (e.g., size of school, socio-economic status of school population) and their own philosophies and techniques. For example, one counselor may believe that parents exert the greatest influence on changing student behavior and therefore devotes much attention to individual and group meetings with parents. Another might maintain a large student caseload and spends much time dealing with individual students and in small groups. The following objectives are shared by most of the counselors:

--Each elementary school staff will be provided with consultive services. Upon request, case staffings will be convened to devise a plan of action to meet the academic, social, and/or behavioral needs of the students, when a specific need is identified. (A case staffing is a conference held with selected resource personnel and people directly involved with the student). Written recommendations and follow-up procedures will be on record. In-service training in guidance procedures and techniques will be provided at least once during the school year. Counselors will demonstrate or provide classes in such techniques as role-playing, values clarification, and transactional analysis and human development.

Upon teacher request, assistance will be provided within 48 hours for planning specialized classroom programs. Counselors and teachers will plan the use of techniques (e.g., behavior modification, contract arrangement) which are designed to meet specific needs based on an evaluation of collected data.

Counselors will also perform the following duties:

1. Interpret psychological and group assessment test data to staff and students upon request.
2. Plan with/assist staff in the appraisal of students by utilizing tests, observations, and interviews.
3. Provide assistance for classroom placements and changes.
4. Maintain behavioral records on students with special needs.
5. Establish an ongoing process for selection, evaluation and dissemination of guidance materials.
6. Provide assistance to teachers and staff in crisis situations.

--Parents will be provided with consultive and counseling services.

Counselors will help solve problems by:

1. Facilitating contacts between parents and school personnel.
2. Referring parents to appropriate agencies.
3. Designing home intervention plans.

Counselors will participate in teacher-parent conferences, conduct parent-counselor conferences, and consult by telephone with parents. Counselors will make parents aware of school community services and resource materials. Counselors will interpret psychological and group assessment test data for parents upon request.

--Counselors will develop and maintain cooperative relationships with community agencies and organizations.

Counselors will be informed and have information available concerning community resources. Screening procedures will be developed in order to make appropriate referrals. Follow-up will be provided to determine success of referral procedures and case disposition.

--Each counselor will identify and develop a plan for professional growth in counseling competencies.

Counselors will participate in professional growth activities such as meetings, workshops, conferences, University courses, etc.

A written plan will be developed to obtain feedback from staff, students, and parents concerning knowledge of delivery and effectiveness of services. Feedback information will be available at the end of the school year. Such information will be available at the end of each school year, and will be gathered by questionnaires, surveys, conferencing, and/or other methods.

Resources

Community Social Service Agencies, Psychologist and Social Worker Programs, Parenting Groups, and Preventive Team (see program #28). Title I funds.

Significant Change in Program Focus

Counselors are spending more time on preventive programs such as in-service training for teachers, parent groups, human relations training for students, parents and staffs than in '74-'75.

Budget

	'74-'75	'75-'76	'76-'77
Counselor salaries (24.3)	$318,996.00	$323,839.00	
Fixed charges	57,267.00	49,902.00	
Fringe benefits	*	10,104.00	
In-district travel	372.00	**	
Total cost	$376,635.00	$383,845.00***	

* Figures not separated in '74-'75 from fixed charges.
** Not known
*** The '75-'76 Budget Workbook lists a .7 counselor--Title I. That was an error and this is a corrected total.

Junior High Counseling

Counselors provide professional assistance for all junior high students, particularly those who are having difficulty making realistic, personal, family, social, educational and occupational decisions.

Law
The current state Minimum Standards, section 22-045, Standard IV Guidance Services states, in part:

> Every school shall provide an organized guidance program based on a written plan, specifying the personnel, services to be provided, facilities, equipment, and materials to be provided for the implementation of that program.

In December 1974, the State Board of Education adopted revised Minimum Standards. During 1975-76, the standards are being field-tested. Minimum revised standards require that every district adopt a formal guidance and counseling program, including how the program is coordinated in grades K-12, methods and procedures for evaluating the program, and written policies regarding the ratio of counselors to students at all levels (Elementary-Secondary Guide for Oregon Schools, pre-publication draft, May 1975, Oregon Department of Education). A suggested indicator of quality is a maximum counselor-student ratio established at 1.0 counselor per 400 students (Guide, p. II-12); Eugene schools exceed this suggested maximum at the junior high schools.

Client
Junior high school students, teachers, parents, community agencies. The families of all entering seventh graders are visited during the summer prior to their enrollment in order to facilitate their transition from elementary school. Depending upon the particular school, counselors estimate that they will spend from 40 to 75 percent of their time working directly with students during 1976-77.

Staff
(12) 1.0 and (3) .5 positions for a total of 10.5 counselors in the junior high schools. The counselor-student ratio varies considerably from school to school. For example, here are the 1975-76 figures:

Cal Young:	1 counselor: 650 students
Jefferson:	1.5 counselors: 650 students
Kelly:	2 counselors: 730 students
Kennedy:	1 counselor: 635 students
Madison:	1.5 counselors: 850 students
Monroe:	1 counselor: 530 students
Roosevelt:	1.0 counselors: 790 students
Spencer Butte:	1.5 counselors: 600 students

No change is expected for 1976-77.

Administration
Junior high school principals. No change is expected for 1976-77.

Objectives and Methods '76-'77

A 21-page document exists with counselors and at RD&E, for a more detailed account of goals, objectives and methods.

--Junior high counselors will assist students in identifying and achieving their maximum potential as persons, that is, an understanding of self, the ability to relate successfully with a variety of people, make carefully-reasoned choices in their educational and career planning, accept responsibility, be aware of curricular and extracurricular offerings, cope satisfactorily with class requirements, and receive necessary assistance to assure rapid progress through school. To do this, counselors;
conduct small group and individual counseling, administer tests, conduct clarification exercises, and conferences with parents, teachers, and other appropriate persons, and arrange staffing conferences; provide orientation to guidance services and courses; conduct career development groups and provide activities for teachers and the curriculum, and
offer instruction in eliminating self-defeating behaviors of students.

--Counselors will create and promote a school environment which supports and permits the development of each student's potential by developing a program based upon identified needs of students, the encouragement of a cooperative and open relationship between the home, school, and the community, being available to students, staff and parents as a resource person, identifying and attempting to change the school environmental conditions that negatively affect student growth, and promoting a growth-enhancing milieu. Counselors will;
conduct needs assessments, form school guidance advisory committees, and analyze the needs assessment data;
conduct conferences with parents, teachers, students as well as participate in various lay committees;
provide career, educational, and personal-social materials to teachers and students; and
participate in classroom observations and serve on curriculum and inservice committees as well as provide feedback to district and building administrative personnel.

--Counselors will assist students in becoming aware of their special needs (social-emotional, physical and educational) and assist in the meeting of them, by helping students to identify special needs and activities, providing students with knowledge of all educational opportunities available to them, assisting students to gain access to community agencies, assisting students in utilizing special school services, and informing staff members of the special needs of students in their classes. Counselors will;
conduct needs assessments, testing and group counseling;
make appropriate referrals;
have literature and materials available to students and explain high school graduation requirements;
arrange for special education students to receive special services; and
assist in the development of special programs within the school.

--Counselors seek the identification and development of the maximum potential of all Eugene counselors by promoting an operational professional development plan for each counselor, assisting in organizing and participating in the professional growth activities needed, belonging to a district and regional support group and attending their meetings, evaluating their performance on

an ongoing basis and by subscribing to the professional code of ethics.

counselors are to be familiar with relevant literature, participate in workshops, attend professional meetings, enroll in new classes and conduct self-assessments and describe activities of meetings. Counselors will file a professional development plan with their supervisor, conduct peer evaluation and receive student and teacher evaluation and attend ethics workshops and are knowledgeable of ethical standards.

Annual goals and objectives are set between counselors and principals. Principals and counselors are responsible for evaluating whether these objectives have been met.

Resources
DeBusk Center, Lane County Mental Health Office.

Significant Change in Program Focus
Some schools are involving teachers more in the summer visitation program, which results in the counselors spending greater time in conference and consultation with teachers concerning their students.

Budget

	'74-'75	'75-'76	'76-'77
Salaries (10.6)	$286,046.00*	$147,243.00	
Summer visitations	14,900.00	20,022.00	
Total salaries	$300,946.00	$167,265.00	
Fixed charges	52,204.00	25,090.00	
Fringe benefits	-----	4,282.00	
In-district travel	241.00	576.00	
	$353,391.00	$197,213.00	
Cost/student	-----	35.83	

* The Business Office reports that they included a portion of vice-principals' salaries in the '74-'75 salary total given by the schools. They did not do this in '75-'76 and thus the decrease in the program total.

Senior High Counseling

Counselors serve as a resource to students, staff, parents and the community.

Law

OAR 22-045 requires that every school shall provide an organized guidance program based on a written plan, specifying the personnel, services to be provided, facilities, equipment, and materials to be provided for the implementation of that program. Also that high schools will provide assigned time for counseling and related duties at a minimum ratio of one full-time guidance person or equivalent for each 400 students, with a minimum of two periods per day.

Proposed OAR 22-250 stipulates that each school district board shall adopt a policy, followed by the development and implementation of a formal guidance and counseling program which identifies the following:

1. Outcomes that include, but are not limited to, assisting students in:
   a. Developing decision-making skills,
   b. Obtaining information about self,
   c. Understanding opportunities and alternatives available in the educational program,
   d. Setting career and educational goals,
   e. Accepting increasing responsibility for one's actions,
   f. Developing skills in interpersonal relations, and
   g. Utilizing school and community resources.

Client

In each of the four high schools, students have been divided alphabetically among the counselors. Listed below are the approximate number of students per counselor.

Churchill	360 students per counselor
South Eugene	325 students per counselor
North Eugene	300 students per counselor
Sheldon	300 students per counselor

Each counselor has students from the three grade levels (10, 11, 12) and sees male and female students. Students may see counselors on an open-door, closed-door basis, that being, walk-in if the counselor is not busy or by making an appointment. Though students are assigned counselors, mainly to expedite academic advising, each student may see any counselor of his/her choice.

Staff

(16) 15.4 positions

	'74-'75	'75-'76	# of people '75-'76
Churchill	4.0	3.2	4 counselors, .8 each (.8 counselors teach one class)
North Eugene	4.0	4.8	4 counselors, .8 each
South Eugene	4.0	4.0	4 counselors, full-time
Sheldon	4.0	3.4	3 counselors, one .4 counselor
Total	16.0	15.4	

Counselor Aides: 3.75

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South Eugene, North Eugene and Churchill counselors are organized with each having a head counselor and voting representation on the staff decision-making body. Sheldon does not designate a head counselor. Sheldon counselors attend staff meetings but have no voting representation on the decision-making body. In '76-'77 each school will identify a head teacher for the counseling department.

Administrators

Counselors in the high schools are directly responsible to the assistant principal or to the principal.

Objectives and Methods '76-'77

--Counselors will provide students with knowledge of educational opportunities and assistance in making carefully-reasoned choices in their educational planning.

In the fall of 1976, counselors will conduct new student orientation to acquaint new students with all aspects of school.

Counselors at Churchill and North Eugene will organize and run registration. All counselors assist students in making decisions about courses and their schedules. For approximately two weeks before registration and two weeks after, students are putting together and adjusting their schedules.

Counselors will see that seniors are notified periodically throughout the year of their status in relation to fulfilling graduation requirements.

At the request of the school, counselors will spend time (spring, 1977) in the junior high schools explaining graduation requirements to ninth graders.

In the summer of 1977, counselors or their faculty representatives will visit with the family of each sophomore student who will enter high school to explain curriculum, graduation requirements and explore student goals.

--Counselors will assist students in career planning and decision-making.

Counselors will maintain and update a resource center where information is available concerning: career choices and post-high school educational opportunities, i.e., college, vocational school.

Counselors will act as resources to teachers interested in incorporating career development information in their classrooms.

Counselors will assist students in choosing a school, and in the application process for admission, scholarships and financial aid through: College Planning Groups, College Visitation, College Night, Individual Counseling. Some counselors also write recommendations for students to submit with their applications.

Counselors will assist parents in filling out financial aid applications through Parent Groups, Individual Consultation, and the Parent Newsletter.

--At Churchill, counselors will be responsible for administering the following tests: SAT (seniors), PSAT (juniors), Math Competency Test (juniors); Advanced Placement Tests (seniors), and other specialized tests. North Eugene, Sheldon and South Eugene counselors assist in administering the tests. Counselors for all four schools interpret testing to students.

--Counselors will assist in the planning and implementation of activities related to student needs. Examples: (not necessarily applicable to each school)

Small group interaction--school-personal problems, self-growth groups.
Resource Consultant to Teachers--facilitate teaching of interpersonal skills and values clarification in classroom.
Counseling and services to foreign students and handicapped students.

--Counselors will be responsible for follow-up on attendance problems. Each

school has a different attendance policy. Generally, an attendance problem goes to the counselor when a student has from three to six unexcused absences in a class. Counselors contact persons and a parent-teacher-student conference is usually arranged. Counselors estimate up to 10 hours per week may be spent on attendance problems.

--Counselors sometimes have to put crisis intervention as a high priority because it is not unusual for a crisis situation to involve an entire day. Many times the situation requires a home visit and/or a referral.

--Counselors will call on district resources (Preventive Team, social workers, psychologists) and other social service agencies as they deem necessary.

--Counselors will assess student needs and develop programs to meet those needs. Examples of programs in planning or operation in 1975-76:

Peer Counseling--Sheldon
Students counsel students. Students taught counseling skills in class. Survey indicated students felt more comfortable talking to each other.

School-within-a-School --Churchill
Program for students who are potential dropouts

Teacher Guide Program--North Eugene and Churchill.
In planning stages; will implement in 1976-77. Each teacher, counselor, and administrator will provide guidance for 18 students--developing a relationship with parents also. Each will be a resource for Teacher Guides.

Sophomore Group Meetings--South Eugene
Implemented in 1975-76. Counselors meet with their sophomores in small groups for orientation to school. Discuss items such as attendance, record-keeping and student goals. Students have opportunity to see their transcripts.

--Counselors belong to a district and regional support group and attend meetings. Each counselor also attends faculty meetings and some departmental meetings. Counselors at each school are actively involved in curriculum planning or are becoming involved in curriculum planning.

Resources

In the spring of 1975, North Eugene counselors submitted a proposal for funding to establish a career center. They received $5,383 Title IV, Part B funds to establish the center, which is a resource for students and teachers. For the school year, '75-'76, Churchill received Title IV funds in the amount of $4,507.09 for their CORE Program (School-within-a-School).

Significant Change in Program Focus

In the past year, North Eugene and South Eugene lost .5 administrators. Sheldon and Churchill lost 1.0 administrators. Counselors at each school assume duties which were previously taken care of by administration.

Budget	'74-'75	'75-'76	'76-'77
Salaries Counselors (15.7)	$311,389.00*	$285,528.00	
Summer Visitations	13,336.00	18,116.00	
Counselor Aides (3.75)	19,667.00	21,893.00	
1 counselor study leave		6,219.00	
Total Salaries	$334,392.00	$331,756.00	
Fixed Charges	59,395.00	49,777.00	
Fringe Benefits		7,860.00	
In-district travel	438.00		
Total Cost	$404,225.00	$389,393.00	

Cost/student $79.00 *Includes some of the vice-principals' salary for counseling.

EUGENE PUBLIC SCHOOLS
School District No. 4J, Lane County
Eugene, Oregon

COUNSELING
(General Fund Budget)
1976-77

REGULAR PROGRAM

	Elementary	Junior High	Senior High	Total
(A) Certificated Salaries:	$266,562.00	$162,455.00	$231,761.00	$660,778.00
(B) Noncertificated Salaries:	--	10,103.00	25,843.00	35,946.00
(C) Certificated Salaries (Overtime):	14,872.00	14,872.00	14,872.00	44,616.00
(D) Employee Benefits:	52,475.00	34,948.00	50,805.00	138,228.00
(E) In-District Travel:	220.00	220.00	221.00	661.00
(F) Postage:	--	--	3,258.00	3,258.00
(G) Supplies:	6,615.00	3,868.00	5,497.00	15,980.00
(H) Textbooks	--	289.00	477.00	766.00
(I) Repair of Textbooks:	--	--	20.00	20.00
(J) Reference Books:	--	--	74.00	74.00
(K) Equipment:	190.00	--	311.00	501.00
TOTAL REGULAR PROGRAM	$340,934.00	$226,755.00	$333,139.00	$900,828.00

BUDGET WORKBOOK PAGES

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(B)	102	(H)	108
(C)	103	(I)	109
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(F)	106		

Prepared by: Charles Hamby
Business Services Administrator

February 18, 1976

Curriculum and Staff Development

Although Curriculum and Staff Development has one program number, there are actually four programs, each of which uses its budget allocation in a different way. For this reason, there are four program descriptions given; for Educational Services, RD&E, Teacher Center, and Operations (Teachers).

Law

ORS 337.510 to 337.560 address the subject of curriculum improvement, the purpose of which is to encourage such improvement by school districts and to increase the scope of curriculum services to the public schools by the Department of Education. The statutes authorize the apportionment of state monies to local districts for curriculum improvement up to a product of 50 cents and the A.D.M. for the school year ending June 30, but in no case to exceed the actual expense incurred for the approved plan in excess of its ordinary expenditures for such purposes. The statutes also authorize state-wide curriculum improvement plans under the Department of Education and joint plans for two or more school districts by or through the local Intermediate Education District.

ORS 327.485 to 327.495 authorize the establishment of an Educational Improvement Account for the purpose of experimental and demonstration programs designed to improve teaching and teacher education in Oregon. Disbursements are made at the direction of the State Board of Education, who may contract with school districts and any institutions of higher learning in this state for said purpose, and may make advance payments to the contractor based on the estimated cost of any services to be provided. Any such payments shall not be subject to the local Budget Law. (ORS 294.305 to 294.520).

Eugene School Board policy 3340 also provides for up to one year of study leave provided it will prove beneficial to the instructional program of the district.

EDUCATIONAL SERVICES STAFF AND CURRICULUM DEVELOPMENT

Educational Services personnel work in the area of Special Education with children who have special problems, in the area of Health Services for the district, and in several other educational areas which can better be served on a district rather than regional level.

Client

School personnel associated with Educational Services

Staff

District 4J Educational Services Staff

Administration

Director of Educational Services (spends about 10 hours per year administering this program).

Objectives and Methods '76-'77

--To provide workshops and training on a district-wide basis for development and training of personnel involved in Educational Services.

Team meetings, involving personnel both from the Educational Services Office and from representative schools, are held on a weekly basis. Decisions concerning priorities, scheduling, and planning for workshops are made during these meetings. Summer workshops are planned in the spring, and inservice workshops are planned throughout the school year, as the need arises. In the past year such workshops have been given for

school nurses (in which the Health Services Procedure was revised), for teachers of the emotionally handicapped, in prescription and diagnosis for teachers of the emotionally and mentally retarded, and in System FORE. Other workshops are given in conjunction with other divisions, such as Teacher Center, and have included such workshops as Media Faire, Sexism in the Schools, Volunteer Services, and Career Education.

Resources

Educational Services seeks and receives assistance from all related state and local agencies and specialists, such as the Welfare Department, Juvenile Department, Children's Services, doctors, psychiatrists, social workers, etc. Because of the nature of this program, it qualifies for federal funding under limited circumstances, and this is always sought when it is available.

Significant Changes in Program Focus

None

RESEARCH, DEVELOPMENT AND EVALUATION CURRICULUM AND STAFF DEVELOPMENT

Although given this title in last year's budget, the RD&E section of this program is limited to staff development.

Staff

RD&E staff and University of Oregon Interns

Administration

Assistant Superintendent for Research, Development, and Evaluation (Administration of this program requires about ten percent of his total time).

Objectives and Methods '76-'77

--To continue current research and development projects in District 4J through the Intern Program.

Interns are graduate students from the University of Oregon. Selection is made partly through recommendations from the Evaluation Center at the University, and partly through applications with screening by RD&E staff. By offering these students opportunities to gain valuable work experience together with a small stipend and, in some cases, University credit, the RD&E division is able to expand its staff at low cost to the district. In the past year interns have assisted in writing program descriptors, in developing procedures for test selection, and working with a school board member on the community schools program. The 1976-77 projects include developing packages to use with teachers to assist in criterion-reference testing in the classroom, developing instructional packages to be used at building levels to assist parent advisory committees in developing techniques needed to develop their own surveys, and to develop an item analysis to improve the district Scope and Sequence Test for Reading.

--To provide opportunities to the RD&E staff for professional growth and awareness of current issues and developments in education.

Staff members attend professional meetings, such as the annual AERA conference. The number of staff able to attend such conferences is dependent upon the amount budgeted for this purpose ($3,000). The decision as to how this money is to be distributed is made by the Assistant Superintendent and the RD&E department heads at the beginning of the year.

Resources
University of Oregon Evaluation Center, Practicum Students from the College of Education Program Evaluation Course.

Significant Change in Program Focus
The intern program was initiated at the beginning of the 1975-76 school year.

CURRICULUM AND STAFF DEVELOPMENT FOR THE TEACHER CENTER

Client
All staff of 4J School District.

Staff
(1) 1.0 facilitator and (4) 0.5 assistants (one of which is from CETA).

Administration
Facilitator of Teacher Center, and Teacher Center Committee composed of teachers from the district.

Objectives and Methods '76-'77
--Teachers initiate, plan, and participate in workshops, conferences, and special projects dealing with staff development.
Workshops sponsored by Teacher Center deal with issues of special concern to teachers. For these workshops, teachers submit ideas and/or proposals to the Teacher Center Committee, which makes decisions concerning the worthwhileness of the proposal in terms of sufficient teacher interest, and the budgeting. Teachers may also submit proposals to participate in workshops and conferences sponsored by other organizations, or to plan special projects on a group or individual basis. The Committee screens only those requests over $150. These workshops and projects differ from others in the Curriculum and Staff Development Program in that they relate to teacher-initiated innovative concepts usable in the classroom, and professional and personal growth-related projects which teachers desire and are not available to them under other sections of this program. There is sometimes an overlap with other regional or district workshops, in which case funding from Teacher Center is partial. Monies are spent on extended contracts for workshops, on meals, travel and lodging for consultants and trainers brought in for workshops, on release time for teachers, and on workshop and conference fees.

Resources
Four rooms at Adams Elementary School, supplies and equipment furnished by the school district (e.g., textbooks, reference books and materials).

Significant Change in Program Focus
The Teacher Center is an entirely new program, initiated in December of 1974.

OPERATIONS CURRICULUM AND STAFF DEVELOPMENT

Client
Teachers, administrators, and school personnel participate in the staff development workshops and meetings. Students benefit through the resulting curriculum development and revision.

Staff and Administration

Four curriculum specialists, each spending approximately two months of each year planning and coordinating workshops. At least four regional committees who aid in reviewing and making decisions on requests for staff development funds allocated to each region, and in setting up workshops.

Objectives and Methods '76-'77

--To provide workshops for development of curriculum materials and/or training of school personnel.

Saturday and summer workshops can be held on district, regional, building, or departmental levels. Requests are initiated by curriculum specialists, building principals, department chairpersons or curriculum leaders, and on some occasions by individuals who may request funds for special projects. Requests for summer workshops are made during March and April. Decisions are made on requests, and workshops are planned by the end of May. Priorities have been given to workshops in reading, in environmental education, and in career education, and this emphasis will be continued in 1976-77. However, workshops in many other areas will be held, depending upon needs as expressed through workshop requests. At the end of each workshop, all participants fill out an evaluation form, and these are compiled by the workshop director and used in planning further workshops.

--To finalize the District Goals and Objectives.

Regional workshops with participants from each region will be held to complete and edit the Curriculum Goals and Objectives Manual. Upon completion by fall of 1976, each region will concentrate on expectation identification and staff assessment of each building instructional program in terms of building goals and objectives.

--To provide cadre and process training within buildings.

This is an in-building communication program involving the entire staff of the building. Plans are made by the building staff and requests made to the curriculum specialist for the region. Such workshops usually take place at the beginning of the school year.

--To continue defining graduation requirements in terms of units of credit, required competencies, and plans for students in achieving requirements.

Teachers and administrators in each of the high schools, together with the curriculum specialists, will specify the graduation requirements for Plan II, which is an interdisciplinary program for high school students.

--To begin a needs assessment in the area of curriculum and staff development.

A formal assessment is needed in order to set priorities in this area for the coming years. The beginning stages of such an assessment will require planning meetings between the curriculum specialists and the RD&E staff.

--Continue development of curriculum handbooks and guides to help teachers implement goals and objectives in several areas where no or outdated guides exist (visual and performing arts, music, career education).

Resources

State and federal funding are available under special circumstances. For example, a Strategies in Early Childhood Education Program is available through Title III, and the Arts Oriented Magnet School received federal funding. Secretarial staff is available for assistance with summer workshops (but more secretarial help is needed during the school year when workshops are being planned.

Significant Change in Program Focus
None

BUDGET FOR ENTIRE PROGRAM

	'74-'75*	'75-'76	'76-'77
(a) Educational Services Staff and Curriculum Development	- 0 -	$10,000.00	
(b) Research, Development & Evaluation (General) Curriculum and Staff Development	- 0 -	10,000.00	
(c) Curriculum and Staff Development for the Teacher Center	- 0 -	40,000.00**	
(d) Operations Curriculum & Staff Development (Teachers)	$247,921.00	163,525.00	
(e) In-Service for Education Center Administrators	- 0 -	6,500.00	
(f) Secretarial Help for Summer Workshops	5,237.00	5,596.00	
(g) In-Service Expenses and Instructional Guides	17,396.00	20,006.00	
(h) Fixed Charges for Regular Program	***	34,064.00	
Total Regular Program	$270,554.00	$289,691.00	

* In 1974-75 (a), (b), (c), (d), and (e) were all combined under (d).
** Only $20,833.00 was used for Curriculum and Staff Development. The remainder was redistributed internally. (Approved)
*** No particular amount was given for this program in 1974-75.

Cooperative Center for Curriculum Development
(formerly Social Studies Consortium)

Eugene School District 4J is one of several participating school districts located throughout the country, and in some instances, in other countries. The Center is located in the College of Education, Ohio University, Athens, Ohio.

Client
Teachers and administrators of District 4J can benefit from the consultant service and workshops offered by the Center.

Staff
None. (Melva Ellingsen, curriculum specialist for the South Region, acts as District liaison with the Center.)

Administration
Staff of Cooperative Center for Curriculum Development. Milton E. Ploghoft is director.

Objectives and Methods '76-'77
--To provide on-site consultant service to School District 4J. Consultant services can be requested by District 4J in any areas of curriculum development, and in some instances are initiated by the Center. A maximum of ten days' consultant service is provided as part of the membership fee. Frequent use has been made of this service, and in the past three years, consultants have been used primarily in the area of social studies, one curriculum evaluation and a TV receivership program which is available to all schools in the district.
--Participation by teachers in local and national workshops and seminars. In 1975-76, an inservice spring workshop and a summer workshop will be given in TV viewer skills in District 4J. The Center provides staffing for workshops through the membership fee. Personnel from other districts belonging to the Center may attend these workshops, and personnel from District 4J may attend Center workshops in other areas of the country. No plans have been made at this time for the 1976-77 workshops and seminars.

Resources
By belonging to the Center, all of the resources of the Center are available to District 4J.

Significant Change in Program Focus
In the past, emphasis was on social studies curriculum development. At present, the Center deals with curriculum development across disciplines. TV viewer skills is a new area of interest.

Budget (Paid as membership dues from Budget #870)

'74-'75	'75-'76	'76-'77
$6,330.00	$6,330.00	

* The Cooperative Center for Curriculum Development, formerly called the Social Studies Consortium, is mentioned on page 23 of the Superintendent's Report, 1975-76, as a program. However, it has no program number, and it seemed most appropriate to include its description with Program #11.

EUGENE PUBLIC SCHOOLS
School District No. 4J, Lane County
Eugene, Oregon

CURRICULUM AND STAFF DEVELOPMENT
(General Fund Budget)
1976-77

REGULAR PROGRAM

(A) In-District Expense	$ 14,059.00
(B) Certificated Salaries (Temporary):	36,803.00
(C) Certificated Salaries (Overtime):	226,364.00
(D) Employee Benefits:	49,358.00
(E) Instructional Programs Improvement Services:	20,415.00
(F) Other Professional and Technical Services:	4,310.00
(G) Out-of-District Travel:	21,330.00
(H) Supplies:	6,707.00
TOTAL REGULAR PROGRAM	$379,346.00

OVER AND ABOVE REQUESTS

(I) Certificated Salaries (Temporary):	4,480.00
(J) Certificated Salaries (Overtime):	1,760.00
(K) Employee Benefits:	600.00
(L) Other Professional and Technical Services:	4,000.00
(M) In-District Travel:	780.00
(N) Instructional Programs Improvement Services:	1,725.00
(O) Out-of-District Travel:	50.00
TOTAL OVER AND ABOVE REQUESTS	$ 13,395.00
TOTAL COST	$392,741.00

BUDGET WORKBOOK PAGES

(A)	155	(H)	157
(B)	80	(I)	145a
(C)	149	(J)	145a
(D)	150,81	(K)	Not Budgeted
(E)	151	(L)	145a, 145b
(F)	152	(M)	145a
(G)	154	(N)	145b
		(O)	145b

Prepared by: Charles Hamby
Business Services Administrator

February 23, 1976

Driver Education

Program #12

The Driver Education course is an elective for students fifteen years of age or older involving 30 hours of classroom work and in most cases 6 hours of driving experience in all phases of automobile and driver safety.

Law

There is no Oregon law mandating a school system to provide a Driver Education Program. To obtain a certificate from the State of Oregon as having completed a Driver Education course - used to obtain a 10%-15% discount on automobile insurance from preferred companies - students must have completed 30 hours of classroom and 6 hours of driving. (30-6) Names of students are submitted to the State 9 weeks into the Driver's Education course. By September, 1976, Driver Education teachers are to be certified--having taken 12 hours of Driver Education credits.

Client

High school students fifteen years of age or older. At North Eugene High School, seniors are taken first for Driver Education. At the other three high schools, sophomores first and then juniors and seniors as space permits. The decrease in client figures from 74-75 to 75-76 is due to a decrease in staff allocation at all four high schools. The smaller percent of decline at North Eugene High School is due to their program -- all students take a 7 a.m. classroom in Driver Education. This permits 5 hours/day for driving. South and Churchill teach as many students as they can provide with six hours of driving--where there is a fixed 3/1 student teacher ratio. *Sheldon has devised a plan whereby 110 students will be certified with 30-6 and an additional 34 students will have 30 hours of classroom but no driving. They will have to take it on their own at another time and agreed to do this when they signed up to take the class.

School	74-75	75-76	76-77
North	290 students	280 students	280 approximately
South	293	264	264 approx.
Churchill	277	225	225 approx.
Sheldon	211	144*	144 approx.
Total	1,071	913	913

Staff

Teacher/student ratio 1:33 for classroom and 1:3 for driving.

School	74-75 (# of persons) F.T.E.	75-76	76-77
North	(3) 2.4	(2) 2.2*	(2) 2.2 anticipated
South	(3) 3.0	(3) 2.6	(3) 2.6 anticipated
Churchill	(5) 2.4	(9) 2.0	(?) 2.0
Sheldon	(3) 2.0	(1) 1.0	(1) 1.0
Total	9.8	7.8	7.8

* two teachers teach 100% of their daytime schedule and an additional 7 a.m. class period for which they are paid extra.

Administrators

High school principals

Objectives and Methods 76-77

--Given 30 hours of classroom instruction, students will be able to demonstrate knowledge and respect for traffic rules and regulations by passing with 70%

accuracy or better a portion of the written part of the State Drivers' Instruction Permit Test or an equivalent test.

--Students will demonstrate through tests, discussion and/or observation the safe and correct operation of a motor vehicle and ability to make proper judgments for safe and efficient use of our streets and highways.
70% accuracy is a minimum standard for completion of this objective.

--Students will be safety conscious and able to identify safety equipment required by Oregon law from a list of equipment and safety devices with 100% accuracy. Students will be able to demonstrate the reduction of incidence and severity of collisions utilizing each of the various safety devices on a test and in class discussion with 70% accuracy. Students will be able to demonstrate how natural laws are related to the safe operation of motor vehicles.

--Students will be able to describe the meaning of the "Blood Alcohol Level Law", the "Oregon Implied Consent Law" and identify from a list the possible effects of operating a motor vehicle under certain emotional and physical states including various levels of intoxication and effects of drugs.

--Students will demonstrate a basic understanding of the financial aspects of motorvehicle ownership by selecting the correct descriptive statement from the Oregon Financial Responsibility Law and the financial aspects of motor vehicle maintenance, 100% accuracy on tire changing, knowledge of general mileage for periodic maintenance inspections, lubrication intervals for enginge and chassis, tire size and conditions, fuel tank capacity and approximate cost of fuel per mile.

--Students will be able to recognize the errors made by others in driving, and will be able to demonstrate a knowledge of defensive driving techniques, which will aid in avoiding accidents.

--Students will demonstrate an awareness that any driver can improve and that the art of driving safely and efficiently is a continuing process encompassing many years. The classroom and driving teacher will evaluate the reaching of these objectives by observation, conferences and/or testing.

Resources

24% of the funds for the Driver Education program come from the State. $1.00 on every driver's license is collected and distributed proportionately to school districts by size of population--Lane County has 24% of the students in the state school system and these funds will remain the same regardless of an increase or decrease in allocation in 4J's budget. 1974-75 we received $34,788.37 in State reimbursement.

Significant Change in Program Focus

There has been no significant change in program focus in recent years. Staffing ratios per school and the allocation of staff by principals have resulted in a decrease in staff at all schools with a driver education program.

Budget	74-75*	75-76	76-77
Teachers salaries (9.975)	$ 129,682.10	$ 132,256.00	
Fixed Charges	23,342.78	19,838.00	
Fringe Benefits		4,031.50	
Operating Costs	3,027.00	3,407.00	
Cost - total	$ 156,051.88	$ 159,532.00	
Estimated Reimbursement	-34,788.37	-35,000.00	
Net cost to District	$ 121,263.51	$ 124,532.00	

Ave. Cost/pupil 73-74 $129.59
74-75 $150.30

* These are the actual Driver Education Cost Data figures '74-'75 from the Business Office.

EUGENE PUBLIC SCHOOLS
School District No. 4J, Lane County
Eugene, Oregon

DRIVER EDUCATION
(General Fund Budget)
1976-77

REGULAR PROGRAM

(A) Certificated Salaries:	$ 98,450.00
(B) Noncertificated Salaries:	775.00
(C) Department Head Increments:	2,601.00
(D) Employee Benefits:	21,059.00
(E) Postage:	42.00
(F) Supplies:	387.00
(G) Textbooks	1,471.00
(H) Repair of Textbooks:	27.00
(I) Vehicle Supplies:	3,615.00
(J) Equipment:	7.00
TOTAL REGULAR PROGRAM	$128,434.00
(K) Estimated State Reimbursement	30,000.00
Net Cost to District	$ 98,434.00
1975-76 Budgeted Cost	$133,082.50
1974-75 Budgeted Cost	$122,506.00

BUDGET WORKBOOK PAGES

(A)	43	(G)	66
(B)	44	(H)	67
(C)	46	(I)	69
(D)	50	(J)	77
(E)	58	(K)	iii
(F)	65		

Prepared by: Charles Hamby
Business Services Administrator

February 16, 1976

The District 4J Environmental Education Program attempts to increase students' awareness and familiarity with the environment. The program attempts to develop the students' insights into the problems facing mankind, as well as challenge them to work towards solutions for current and future environmental problems.

Law

Public Law 91-516 and its extension, Public Law 93-278, provide for the establishment of an Environmental Education Act. It is not mandatory for a district to have an environmental education program, but if a district has one, funds are available for; the development of curricula, the dissemination of information, the development of pre-service and in-service training programs, the planning of outdoor ecological study centers, the establishment of community education programs, and the preparation and distribution of materials dealing with the environment and ecology for the mass media. It does not appear that Federal funds are utilized for this program.

Client

Students, all grade levels.
The Residential Outdoor School (ROS) will have provided outdoor environmental education experiences for approximately 1700 elementary students from 24 schools during the 1975-76 school year.

Year	Students	Schools
1962-63	170 elementary	2
1971-72	428 elementary	9
1973-74	1,169 elementary	15
1974-75	1,500 elementary	22
1975-76	1,700 elementary (projected)	24

One alternative school program begun in September, 1974, utilizing Environmental Education as the major philosophical foundation is in operation at River Road Elementary School. It is called the Environmental/Outdoor School. 46 fifth and sixth grade students were enrolled in that program as of 12/75. It meets daily from 8:30 a.m. until 2:30 p.m.

With regard to the Environmental Education Program as a whole it is difficult to give exact student number figures. Programs vary within regions and within grade levels as a function of philosophy of school administrators and teachers, as well as availability of funds.

Staff

Paid: (3) 1.0 FTE teachers are employed to teach in the Environmental/Outdoor School at River Road Elementary.

Volunteer:

- --One ROS school director for each school participating in the Environmental Education Program
- --Five ROS Advisory Committee members plus a chairman
- --Four representatives from Sheldon and North regions meet together
- --One representative from each school participating in the Environmental Education Program sits on an Intra-District Environmental Education Committee

Administrators

Principal - River Road for Environmental/Outdoor school.

Objectives and Methods '76-'77

A detailed description of over 80 Environmental Education Curriculum goals and objectives may be found in the District 4J Curriculum Goals and Objectives Handbook. Briefly, the program objectives for students k-12 state that:
--Students will be able to demonstrate an awareness for and a comprehension of the dynamics of biological systems and the principles of an ecosystem.

--Students will learn to apply basic problem-solving skills to a wide range of environmental problems while learning to identify and attempt to solve value conflicts which might arise.
--Students will learn, through direct experience, the characteristics of different environments while concurrently learning to analyze and report on the qualitative and quantitative differences noted in those environments.
--Students will gain an awareness of individual life styles as they relate to the environment as well as attempt to evaluate their own life styles and preferences.
--Students will identify and analyze the effects of political and economic forces on the environment.
--Students will learn to evaluate their own value systems and the implication of those values for persons around them.
--Students will identify environmental situations and attempt to implement solutions, evaluating the possible effects of those solutions.

Sets of competencies and performance indicators have been established for student evaluation. (See District 4J Competencies Handbook). Another area in the Environmental Education Program is the Resident Outdoor School (ROS) available to elementary school students.

Methods include:
--Direct classroom instruction via classes in science, social studies, health, language arts, and mathematics.
--One alternative school program utilizing a multi-disciplinary team approach to education through the environment.
--Short-duration field trips (i.e., part or full day).
--Residential Outdoor School programs. The ROS provides intermediate elementary school students with extensive field study experiences lasting between two and five days. Its programs serve as an extension of indoor classes, utilizing skills learned in that environment, while exposing students to activities and experiences which could not be simulated within the traditional school environment.

As a result of the development of a set of competencies, goals and objectives by teacher committees, the Environmental Education Program has begun to evaluate its activities.

Resources

District 4J teachers and administrators provide volunteer staffing for ROS as well as for the majority of administrative functions related to the coordination of environmental education activities. Substitute teachers are provided by the District so that assigned teachers may attend workshops, accompany students on the field trips, plan activities, define and refine curriculum, and evaluate the existing programs.

Lane Transit District provides free transportation within its boundaries between 9:00 a.m. and 3:30 p.m. for students and staff on short field trips.

Parents, University faculty, high school and university students provide services commensurate with their areas of expertise in critical aspects of the Environmental Education Program. District curriculum specialists act as resource persons to the program as well as provide liaison services between District offices and regional committees

Funding for ROS, short field trips and curriculum materials are provided through District general fund budgets supplemented by fund raising projects organized by individual schools, and charges to students.

Significant Changes in Program Focus

Minimal. (See ROS Advisory Committee Report of February, 1975 for recommendations for the future.)

Budget

Regular Program	74-75	75-76*	76-77
Salaries			
Teachers (1)	$ 7,385.00	$ 14,908.00-E/OS	
Bus Drivers	6,066.00	6,967.00	
Substitute Teachers	**	7,980.00	
Total Salaries	$ 13,451.00	$ 29,864.00	
Fixed Charges	2,018.00	4,479.00-E/OS & Bus drivers	
Student Transportation (excluding salaries)	6,066.00	6,976.00	
Fringe Benefits	***	404.16-E/OS & Bus drivers	
Supplies	200.00	410.82-E/OS	
Contracted Services	5,500.00	6,325.00	
Textbooks	**	241.50-E/OS	
Library and Audio Visual	**	181.70-E/OS	
Total Regular Program	$ 27,235.00	$ 48,882.78	

* The items designated E/OS refer to the Environmental/Outdoor School only. The other items refer to the Environmental Education Program as a whole.

** The 74-75 budget workbook did not show costs for substitute teachers, textbook or library and audio visual.

*** Figures not separated out in 74-75 from fixed charges.

We do not have salary figures for the people hired at Environmental/Outdoor School since the Budget Workbook '75-'76 was printed.

EUGENE PUBLIC SCHOOLS
School District No. 4J, Lane County
Eugene, Oregon

ENVIRONMENTAL EDUCATION (Including Resident Outdoor School)
(General Fund Budget)
1976-77

REGULAR PROGRAM

	Elementary	Junior High	Senior High	Total
(A) Certificated Salaries:	$ 38,360.00	$ 12,376.00	$ 15,662.00	$ 66,398.00
(B) Noncertificated Salaries (Overtime):	3,134.00	--	--	3,134.00
(C) Employee Benefits:	9,268.00	3,362.00	3,955.00	16,585.00
(D) Rentals:	700.00	--	--	700.00
(E) Supplies:	3,134.00	160.00	754.00	4,048.00
(F) Noncertificated Salaries:	3,837.00	2,530.00	1,919.00	8,286.00
(G) Textbooks:	--	775.00	81.00	856.00
(H) Repair of Textbooks:	--	10.00	--	10.00
(I) Certificated Salaries (Temporary):	4,674.00	2,337.00	2,336.00	9,347.00
(J) Transportation Supplies	3,837.00	1,919.00	1,918.00	7,674.00
TOTAL REGULAR PROGRAM	$ 66,944.00	$ 23,469.00	$ 26,625.00	$117,038.00

OVER AND ABOVE REQUESTS

(K) Noncertificated Salaries:	3,925.00	1,970.00	1,778.00	7,673.00
(L) Vehicle Supplies:	3,926.00	2,120.00	1,778.00	7,824.00
(M) LTD Transportation (N.E.H.S.)	--	--	120.00	120.00
TOTAL OVER AND ABOVE REQUESTS	$ 7,851.00	$ 4,090.00	$ 3,676.00	$ 15,617.00
TOTAL COST	$ 74,795.00	$ 27,559.00	$ 30,301.00	$132,655.00

BUDGET WORKBOOK PAGES

(A)	2,21,43	(H)	35
(B)	5	(I)	80
(C)	8,28,50,81,268	(J)	279
(D)	10	(K)	1a,20c,42d
(E)	13,33,65	(L)	1a,20c,42d
(F)	22,267	(M)	266b
(G)	34,66		

Prepared by: Charles Hamby
Business Services Administrator

February 16, 1976

Extra Pay for Extracurricular Activity

Money budgeted here provides extra pay for teachers who have activity assignments beyond their usually-assigned responsibilities . Assignments consist of; coaching junior and senior high athletics and music, advising senior high drama, stagecraft, yearbook, school paper, forensics, rally, and dance team, and directing elementary music within the junior highs. The program also provides pay for supervisors of intermittent activities (gym supervision during games, dances, drama programs, clubs and class advisors, etc.)

Law

1975 Board Policy (3210.8) states: "Employees performing extra duty services to cover responsibilities over and above those usually assigned during the school year shall receive extra pay as determined by the collective bargaining contract (5.1)."

Client

Junior and senior high teachers. In '75-'76, no compensation is allotted elementary teachers for extracurricular assignments. There is some contracted supervision to outside agencies.

TOTALS FOR EXTRACURRICULAR ASSIGNMENTS*

	'74-'75	'75-'76	'76-'77
Junior High	168	192	No significant
Senior High	156	188	change expected

For explanation of increases see "Significant Change in Program Focus." Numbers of supervisors for intermittent activities vary, but total hours per school are specified (see Objectives and Methods #2). In addition, clients for '75-'76 include four athletic directors, four assistant athletic directors, and eight junior high athletic coordinators.

Staff

At the building level, clerical time spent connected with this program is negligible. In the personnel and payroll offices there are five full-time, classified clerks--two spending about 8% of their time; one, 7%; and two spending 5% of their time doing work related to this program.

Administrators

Approximately 24 principals and/or assistant principals spend an average of between 5% and 10% of their work time administering this program. The only change expected for the remainder of '75-'76 and for '76-'77 might be a decrease in time spent by junior high assistant principals due to the addition of junior high athletic coordinators for '75-'76. At the Education Center there are three full-time administrators--two spending negligible amount of time and one spending 3% of his time administering this program. No change is anticipated for '76-'77.

* Some teachers have two to seven assignments, as in seasonal coaching positions.

Objectives and Methods '76-'77

--Compensation to teachers who have assignments coaching, advising, or supervising extracurricular activities.

(1) Extracurricular assignments

salary corresponding to teacher's level of experience in supervising the activity (# years) based on the bachelor's column of the salary plan.	X	% negotiated increment affixed to teacher's extra-curricular position title	=	amount of extra pay added to regular salary

(2) Supervision of activities

	'74-'75	'75-'76 *	'76-'77
Junior High	$6.50/hour up to $1,950 allotted building (=300 hrs.)	$7.90/hour up to $2,370 allotted building (=300 hrs.)	per hour amount and building allotment will be negotiated.
Senior High	$6.50/hour up to $4,329.00 allotted to building (=666 hours	$7.90/hour up to $5,261.40 allotted building (=666 hrs.)	

*Hourly rates may be lower to some outside groups.

(3) Pay for extra responsibility of a curricular nature is computed by regular salary x% increment. (For purposes of this program, athletic directors, assistant athletic director, and junior high athletic coordinators are paid by this system).

Evaluation of how well this objective is being met is the responsibility of the negotiating parties. Criteria used in negotiating pay are; (1) time spent preparing for and coaching/advising activity, (2) skill level of activity, (3) amount of responsibility and pressure entailed in activity, (4) length of season, (5) number of events, (6) student/coach ratio (especially important when assessing need for new positions as in additions of assistant coaches). Other critera; equity of pay among the various positions--both those which receive hourly and incremental compensations, and variance of need for positions among schools based on student participant numbers.

--Given girls' interest in athletics, the program, in compliance with Title IX, will expand if funded to allow opportunity for girls in athletics to be equal with boys.

The junior high Board of Control and senior high athletic directors, assistants, princpals and assistants have primary responsibility for evaluating and effecting this objective. Ultimately, the Board of Directors and Superintendent are responsible for insuring Title IX compliance. Presently, methods are being decided through meetings.

Significant Change in Program Focus

The extra pay for extra duty program reflects significant expansion and

changes in the girls' sports program in the past two years. '74-'75 pay for junior high girls' coaches changed from a 4% increment and for senior high, from a 6% increment-per-season to pay-per-sport, equivalent to boys' sports. In '74-'75, methods for meeting the equal opportunity objective included the conducting of an interest survey among girls by a task force, which led to senior high additions of golf, cross country and volleyball for '74-'75 and of field hockey, basketball and softball for '75-'76. For '75-'76 three positions were also added in junior high school. Methods also included the tracking of participant numbers in girls' sports, which led to the addition of senior high coaching assistants in girls' volleyball, basketball and gymnastics for '75-'76.

	# Positions		# Sports		Total % Increments	
	'74-'75	'75-'76	'74-'75	'75-'76	'74-'75	'75-'76
Jr. High School						
--girls	6	9	varied 6-12	5*	24%	31%
--boys	10	10	6	6	43%	43%
Sr. High School						
--girls	8	14	8	11	58%	93%
--boys	22	22	12	12	187%	187%

*Because junior high coaches are now paid per sport, and can coach only one sport per season, fewer sports are actually offered in spite of the addition of three positions. Speedaway, badminton and softball are being dropped in '75-'76. Girls' sports season lengths have increased because fewer other sports are likely to happen within the same quarters, since teachers aren't paid for them. (Previously, numbers of sports and their durations within a quarter were at the discretion of building administrators and coaches, and any number of sports were possible since coaches received a flat percent per season.)

Also in an attempt to provide equal opportunity, assistant athletic directors and junior high athletic coordinator positions were added for '75-'76 for the purpose of coordinating girls' sports; girls' interscholastic competitions have almost doubled over '74-'75. Concern is expressed by some teachers and principals that the number of supervisory hours be increased for '76-'77 in order to effectuate the Title IX objective by providing supervision for increased numbers of girls' athletic events while maintaining the present level of activities in other areas. In senior high school, Rally and Dance Team advisory positions were added by increments for '75-'76. Previously, they had been paid from building supervision funds.

Resources
This program is financed by 4J.

Budget

	'74-'75	'75-'76	'76-'77
Supervision of after-school activities	$32,916.00	$35,870.00*	to be negotiated
Music increments	23,571.00	22,539.00	

* Reflects an increase in per-hour pay, not an increase in number of hours.

Budget (continued)	'74-'75	'75-'76	'76-'77
Coaching increments	$160,576.00	$202,321.00*	
Miscellaneous (drama, speech, yearbook, etc.)	19,744.00	20,528.00**	
Fixed Charges	35,504.00	42,189.00	
TOTAL	$272,311.00	$323,447.00	

Cost/pupil: $32.56

* '75-'75 figure includes athletic director, assistant athletic directors, and junior high athletic coordinator increments. It also reflects additions of nine coaching positions in girls' sports.

** Includes Rally and Dance Team Advisors, who in '74-'75 were paid out of supervision funds.

EUGENE PUBLIC SCHOOLS
School District No. 4J, Lane County
Eugene, Oregon

EXTRA DUTY FOR EXTRA CURRICULAR ACTIVITIES (EXCLUDINC ATHLETICS)
(General Fund Budget)
1976-77

REGULAR PROGRAM

	Elementary	Junior High	Senior High	Total
(A) Music:	$ 3,054.00	$ 13,400.00	$ 15,212.00	$ 31,666.00
(B) Dramatics:	--	1,031.00	13,998.00	15,029.00
(C) Journalism:	--	1,031.00	7,875.00	8,906.00
(D) Other Activities:	--	2,063.00	8,454.00	10,517.00
(E) Employee Benefits:	458.00	2,629.00	6,831.00	9,918.00
TOTAL REGULAR PROGRAM	$ 3,512.00	$ 20,154.00	$ 52,370.00	$ 76,036.00

BUDGET WORKBOOK PAGES

(A) 6,25,27,47,49
(B) 27,47,49
(C) 27,47
(D) 27,47
(E) 8,28,50

Prepared by: Charles Hamby
Business Services Administrator

February 18, 1976

Elementary Fine Arts Specialists

The Fine Arts Specialists have included people teaching visual art, vocal music, drama, dance and physical education.

Law

OAR 22-240. Each school district which enrolls students in grades kindergarten through eight, or any combination thereof, shall provide instruction in communication skills, mathematics, science, social science, health education, physical education, music education, and the visual and performing arts.

Client

Kindergarten through sixth grade. Not every child receives the services of the Fine Arts Specialists. Potentially all students are the client at schools visited. In visual arts, two visual arts teachers work with the entire student body. Depending on the grade level, students receive from 1/2 hour to 1 1/2 hours of instruction per week.

Music Specialists work with the entire student body of each of their schools. Length of time ranges from 20 minutes to 1 1/2 hours per week.

Physical Education Specialists work with the entire student body 1-6 and kindergartens in 21 elementary schools. Not all of the physical education class period is spent on dance or fine arts, so it is difficult to estimate time for this program.

Patterson has a combined arts specialist. Students are not required to attend, since their alternative school allows its pupils to choose their own classes. There is no constant student/teacher ratio since on some days more students might choose the combined arts class than on other days. It is also not known how many days a week a student might participate in this class, since this is also left up to choice.

Staff

In 1974-75, each school was required to hire a .5 Fine Arts Specialist. The South Region developed the concept of an Arts Team. Six elementary schools (Fox Hollow, Edgewood, Laurel Hill, Condon, Dunn, and Lincoln) pooled their .5 allocations and created three 1.0 positions in the areas of dance, music and drama.

Due to the 1975 Staffing Plan, principals and staffs can allocate staff as fits the needs of the students at a particular school on an 18.4:1 basis. This has resulted in a decrease in visual arts teachers from at least eight teachers doing some visual arts work to 2.0 half-year positions in '75-'76. One half-year visual arts teacher will teach music the second half of the year. The other half-year teacher is retiring and will probably be replaced by a music teacher.

A combined arts program exists at five of the schools for '75-'76 school year -- McCornack, Patterson, Condon, Parker, and Willard. (There may be other schools that were overlooked because all the schools were not sampled). Teachers will have their students explore themes which may be derived from the school curriculum (e.g., geometry, Halloween) through an integration of music, visual arts, drama, and dance. In some schools, classes prepare performances to present to the entire student body and teachers.

There has been an increase in Music Specialists in the Fine Arts Specialists Program between '74-'75 and '75-'76 from 5.5 positions to 16.4 positions.

We found that at least twenty teachers do some work in vocal music throughout the District.

P.E. Specialists are included in the Elementary Physical Education Program in '75-'76. By including the 12.9 Specialists, there are 27.9 FTE Elementary Physical Education people or at least .5 at every elementary school. It is not possible to say how much time is spent on the fine arts part of physical education, but time is spent on dance and drama.

In '74-'75, the Personnel Office listed 32 FTE (16.5 in Art and 15.5 in P.E.). These figures did not include vocal music. Regional Directors indicate that there were 23.9 FTE Fine Arts Specialists included in the '75-'76 program. We do not agree. A complete survey of each physical education, vocal music and art teacher in the district would have to be taken to determine the size and scope of the Elementary Fine Arts Program.

Administration
Elementary school principals.

Objectives and Methods '76-'77
The teachers interviewed did not have behavioral objectives, but were able to provide broad objectives for visual art and music. The Elementary Physical Education Program #27 has objectives in that program description.

- --Students will work in a variety of media, a variety of styles of visual interpretation, develop technical skills in two and three dimensional media.
- --Students will demonstrate an understanding of design elements and principles (art technology), demonstrate perceptual skills, demonstrate a knowledge of art history, demonstrate ability to make critical analyses of their own and others' artwork.
- --In the area of music, the elementary and secondary guide for Oregon Schools, Pre-Publication Draft, May 1975, states that rhythm and melody are stressed in grades K-3. Major focus at the intermediate level is on rhythm, melody and harmony, form, timbre, expressieve qualities, and notational skills are also stressed. Musical development may be measured in part by the ability to perform certain musical tasks.
- --The goals of the combined arts specialists will probably be: Each artform enhances the curriculum and can make any topic idea more meaingful to the child, each art form enhances each other and should be integrated, each child can explore and express himself/herself in unique ways in the different areas of the arts.

Resources
This program receives no money other than District funds.

Significant Change in Program Focus
The Staffing Plan has changed this program. Refer to Staff section.

Budget	'74-'75	'75-'76	'76-'77
Salaries	$330,576.00	$309,553.00*	
Fixed Charges	49,586.40	46,433.00	
Fringe Benefits	9,917.28	9,700.00	
In-District Transportation	1,404.00	6,883.00	
Total Regular Program	$391.483.68	$372,569.00	

* We are unable to determine how many FTE are included in this total, and do not believe '74-'75 or '75-'76 figures accurately represent the Fine Arts Specialists Program.

EUGENE PUBLIC SCHOOLS
School District No. 4J, Lane County
Eugene, Oregon

ELEMENTARY FINE ARTS SPECIALISTS (MUSIC AND ART)
(General Fund Budget)
1976-77

REGULAR PROGRAM		
(A) Certificated Salaries:	$182,058.00	
(B) Employee Benefits:	37,550.00	
(C) Supplies:	3,323.00	(1)
(D) Art-in-the School Artists:	2,790.00	
(E) Vehicle Supplies:	485.00	
TOTAL REGULAR PROGRAM	$226,206.00	(2)
OVER AND ABOVE REQUESTS		
(F) Instruction Services:	30.00	
(G) Noncertificated Salaries:	2,000.00	
(H) Employee Benefits:	839.00	
TOTAL OVER AND ABOVE REQUESTS	$ 2,869.00	
TOTAL COSTS	$229,075.00	

(1) Estimate

(2) Includes Artist in Residence and Art Mobile. Does not include any Physical Education teachers. The 1975-76 Program Cost sheet included Physical Education teachers designated as part of the Elementary Fine Arts Program.

BUDGET WORKBOOK PAGES

(A)	2	(E)	16
(B)	8	(F)	1a
(C)	13	(G)	1a
(D)	9	(H)	1a

Prepared by: Charles Hamby
Business Services Administrator

February 27, 1976

Food Services (Breakfast and Lunch Program)

District 4J Food Services program provides free or low-cost meals to students attending District schools. Services include an extra milk program, a breakfast program (in elementary schools only), and two lunch programs (type A and *a la carte*)

Law

Under Educational Administrative Rule 51-005, the local school board has the final legal responsibility for the operation of a school food service...and the District Superintendent has complete administrative responsibility for all food services operated in schools within the Board's jurisdiction.

OAR 51-010 provides guidelines for District programs which make them eligible for cash and food assistance benefits available from National School Lunch Act funds administrated by the Oregon State Board of Education. Minimum service requirements are attended to in OAR 51-010 (8). United States Drug Administration "Daily Food Guide" outlines nutritional requirements for school breakfast programs.

Client

Potentially, all students 1-12. The District serves approximately 371 students in the breakfast program and 9,310 in the lunch program. The numbers of meals served free and at a reduced rate are on the increase from '73-'74. *A la carte* meals served are also on the increase, but this is a newer service. Estimates of meals served to date are:

BREAKFAST PROGRAM (Eight Elementary Schools Only)

	Free	Reduced Price	No Reduction	Total Meals
1975-76*	11,760	950	2,342	15,052
1974-75	46,827	2,500	8,103	57,430
1973-74	38,542	1,349	10,352	50,243

LUNCH PROGRAM (All schools)
"TYPE A LUNCHES"

	Free	Reduced Price	No Reduction	Total Meals
1975-76*	83,359	10,821	284,034	378,424
1974-75	338,883	41,856	1,234,498	1,625,237
1973-74	262,434	14,930	1,392,229	1,690,593

"A LA CARTE" (Six schools only)

	Free	Reduced Price	no Reduction	Total Meals
1975-76*	not tracked			
1974-75	---	---	1,080,705	1,080,705
1973-74	---	---	372,306	372,306

* '75-'76 (first two months of '75-'76)

SPECIAL MILK PROGRAM
(in ½ pints)

1975-76*	298,779
1974-75	1,080,705
1973-74**	2,306

* Figures are for months of September and October only.
** Program not initiated until December, 1973.

Fluctuation in numbers of meals served in the various categories are a function of economic conditions in the community as well as changes in government guidelines regarding qualifications for inclusions in subsidized programs.

Staff
Noncertificated - 1.0 Clerical
- Bookkeepers (2) 1.0 FTE (1) 1.0 Field Specialist

Administrator
The program is administered by District 4J central office and includes:
Manager 1.0 FTE

Objectives and Methods '76-'77
The major objective of the Food Services Program has been and will continue to be to provide all students in the District with nutritional, well-balanced meals at the lowest possible cost to the student. Meals are provided under the following formats:

National School Lunch Program: two or more types of lunches provided to 6 District schools. All the rest of the schools offer one type.
Type A lunches: students have choice of two menus whose nutritional content is defined by U.S. Department of Agriculture, Food and Nutritional Service Program Aide #719. This program qualifies for government subsidy.
A la Carte lunches: students purchase individual food items with each item separately priced in six schools. This program does not qualify for government subsidy.

National School Breakfast Program: Students of eight elementary schools in the District participate in government subsidized programs. Menus designed by District manager. Program can be requested by school principals and approval of the Board. Continental type breakfasts are available in two junior high schools and in four senior high schools, but these programs are not part of the government free or subsidized scheme.

Special Milk Program: One half-pint of milk per day is provided free to qualifying students. Other students pay a reduced price with government subsidy providing the remaining revenue for the program.

Resources
The Food Services Program receives its revenue from the following sources:
--State and federal reimbursements for lunch, breakfast and milk programs providing services to populations meeting specific income level criteria;

--Federal commodities purchases of specific foodstuffs delivered to District warehouses for distribution to school kitchens;
--Cash income from sale of *a la carte* meals plus income from sales in Type A lunches, breakfast and milk programs where student pays part of full cost of the item.

Government subsidy in '74-'75 was $671,725.69. The following figures show what the District receives in cents for each meal provided to students:

Status of Purchase	Meal Provided					
	Lunch		Breakfast		Milk	
Paid by Student:	Student Pays	Government Subsidy	Student Pays	Government Subsidy	Student Pays	Government Subsidy
Elementary	.45	(.1225)	.20	(.10)	.05	(.55)
Jr. High	.55	(.1225)	--	--	.05	(.55)
Sr. High	.60	(.1225)	--	--	.05	(.55)
Reduced Price to Student:						
Elementary	.20	(.59)	.10	(.29)	--	(.55)
Jr. High	.20	(.59)	--	---	--	(.55)
Sr. High	.20	(.59)	--	---	--	(.55)
Free to Student:						
Elementary	--	(.69)	--	(.3525)	--	(.55)
Jr. High	--	(.69)	--	(.3525)	--	(.55)
Sr. High	--	(.69)	--	(.3525)	--	(.55)

Significant Change in Program Focus

A new Food Services Manager was appointed in the fall of 1975. Programs instituted during the 1975-76 year with follow-up for 1976-77 include:
--A preference study of foods chosen by elementary students for breakfast and lunches;
--Continuation of multiple-choice menus in junior and senior high schools to reduce waste and increase participation in Type A versus a la carte meals. (6 schools)
--Institution of centralized menu planning for elementary schools (resulting in significant reduction in duplication of work between District staff and staff of individual schools);
--Development of an optional five-week cycle menu plan which junior and senior high school kitchens may participate in;

Future goals for the Food Services Manager include continuation of an inservice training program for kitchen staff as well as follow-up of above-mentioned studies.

Budget General Fund Costs Only	'74-'75	'75-'76	'76-'77
Salaries, manager (s), bookkeepers, clerk	$51,637.00	$53,105.00	
Fixed Charges	9,764.00	7,966.00	
Fringe Benefits	- -	2,021.00	
Supplies	750.00	863.00	
In-Dist. Travel	1,092.00	1,092.00	
Out-Dist. Travel	400.00	400.00	
School Lunch Defecit	50,000.00	57,500.00	

Budget cont'd.	'74-'75	'75-'76	'76-'77
Telephone	$ 600.00	$1,000.00	
Equipment Maintenance	30.00	150.00	
Contracted Services	226.00	235.00	
Equipment replacement	15,095.00	--	
Clothing Allowance	3,621.00	3,700.00	
Packaging Supplies	7,500.00	8,625.00	
Equipment	12,726.00	370.50	
	--	95.00	
Total	$153,441.00	$137,122.50	
Approximate - State Matching Fund		-50,000.00	
District Cost		$ 87,122.50	

EUGENE PUBLIC SCHOOLS
School District No. 4J, Lane County
Eugene, Oregon

FOOD SERVICES
(General Fund Budget)
1976-77

REGULAR PROGRAM

(A) Certificated Salaries:	$ 17,922.00
(B) Noncertificated Salaries:	39,935.00
(C) Employee Benefits:	11,001,00
(D) Clothing Allowance:	3,700.00
(E) Equipment Repairs:	64.00
(F) In-District Travel:	1,324.00
(G) Out-of-District Travel:	440.00
(H) In-District Expenses:	50.00
(I) Postage:	240.00
(J) Supplies:	750.00
(K) Reference Books:	150.00
(L) Periodicals:	45.00
(M) Equipment:	30,873.00
(S) Food Service Deficit:	58,940.00
TOTAL REGULAR PROGRAM	$165,434.00
(N) State Reimbursement:	58,940.00
NET COST	$106,494.00

OVER AND ABOVE REQUESTS

(O) Noncertificated Salaries (Temporary):	2,000.00
(P) Employee Benefits:	150.00
(Q) Supplies:	750.00
(R) Equipment:	1,000.00
TOTAL OVER AND ABOVE REQUESTS	$ 3,900.00
TOTAL COST	$110,394.00

BUDGET WORKBOOK PAGES

(A)	284	(K)	294
(B)	285,240	(L)	295
(C)	286,243	(M)	296,297
(D)	287	(N)	iii
(E)	288	(O)	283a
(F)	289	(P)	283a
(G)	290	(Q)	283a
(H)	291	(R)	283a
(I)	292	(S)	359
(J)	293		

Prepared by: Charles Hamby
Business Services Administrator

February 19, 1976

Each junior high school offers Spanish and six schools offer French. Two schools offer German.

Law

There is no rule or regulation mandating the offering of foreign languages in the schools. It is offered as an elective only, and as such, is covered by the rules pertaining to minimum standards.

Client

Any junior high student may elect to enroll in a foreign language class. The table below shows student enrollment in foreign language classes for the first quarter, term or semester in each school for fall 1975.

	Spanish				French				German				
School	I	II	III	T*	I	II	III	T*	I-III	T*	T**	P*	P**
Jefferson	52	29	15	96	41	27	27	95			191	636	30.0%
Kennedy	76	4	*	80							80	626	13.0
Kelly	67	27	13	107							107	737	14.5
Madisor	55	40	22	117	66	53	18	137			254	736	34.5
Cal Young	25	17	5	47	26			26	30	30	103	639	16.0
Spencer Butte	21	18	11	50	38	8	2	48			98	590	16.6
Roosevelt	26	17	10	53	98	24	29	151	80 35	115	319	791	40.3
Monroe	2			2	2			2	2	2	6	550	.01

T* total students in a particular language in a single school
T** total students in a school taking a foreign language
P* total students in a school
P** percentage of students in a school taking a foreign language
* Kennedy does not offer level III. Level II prepares for Level II at Churchill High School

Figures were not obtained for 74-75. There is no change anticipated in 76-77.

Staff	Spanish	French	German
Jefferson	1.0	.50	
Kennedy	.66		
Kelly	.83		
Madison	1.0	1.0	
Cal Young	.66	.17	.17
Spencer Butte	1.0	.50	
Roosevelt	.50	1.0	.66
Monroe	.06	.06	.06
	5.71	3.23	.89

Total positions 9.83 for 1975-76. Figures were not obtained for 74-75.
No change is anticipated for 76-77 unless enrollment increases.

Administrators

Junior high school principals.

Objectives and Methods 76-77

--The overall objective of the language sequence is to develop increasing competency in conversational skills (speaking, listening), reading, composition and in understanding culture. These skills are not necessarily stressed equally by all foreign language teachers. The level of emphasis on a particular skill varies depending upon the level of language class that a student is in. For example, a teacher may stress conversational skills in Level I, reading and writing skills in Level II and all three in Level III.

No district-wide measurements in each of the afore-mentioned categories for the levels of foreign language offered have been determined. Each teacher sets the content-ability levels for his/her students.

--Conversational skills: The student will develop the ability to speak the language accurately, fluently and with ease. The ultimate objective (level III) is to develop a working vocabulary of approximately 1500 words.

On level I, the content of conversation focuses on every day topics such as greetings, courtesy phrases, foods, days of the week, etc. At levels II and III, conversation topics become more sophisticated. For example, students may converse about the arts and professions.

To accomplish the learning of these conversational skills, teachers may use one or several of the following interactive patterns*: teacher-class, teacher-student, student-student or small groups. For example, a teacher may have students as a class listen to and imitate words and phrases. In some schools, language labs (tapes) are available for use. Some teachers use additional aids such as records, puzzles, skits and games.

--Composition: The student will develop the ability to communicate in written form ideas and feelings expressed in the foreign language.

Initially, the student may write simple items such as substituting a Spanish or French word for the English version. Later, the student will complete short guided compositions from such sources as teacher dictation or text. At a more advanced level, the student will write more difficult compositions with a length of one to several paragraphs.

--Culture: The student will begin to develop an understanding and appreciation of many of the features of the culture of a given language.

Areas students may study include the history, geography, and social customs of a given linguistic group. Students may also study leading novelists, poets, composers, scientists, and statespersons and their works.

Teachers use many different methods to impart cultural information and appreciation. Films, student projects, field trips, guest speakers, culture days and games are a few examples. Some Spanish students participate in a foreign language camp which simulates a foreign living situation.

--The student will develop the ability to read the language orally with expression and silently with rate and depth comparable to what she/he has learned.

At the beginning level, the student starts learning sound-symbol recognition, and reads simple material from a text or other source material. Depending upon the emphasis of the teacher, students in levels II and III may read other materials such as magazines and literature and converse about them.

Resources

Junior high foreign language receives no outside resources.

Significant Change in Program Focus

Some teachers indicate that there was a drop in first level enrollment this year in the Junior High Foreign Language Program. One school reported that enrollment had been 50-70 students for the past several years and was 20 students in '75-'76. RD&E cannot state as fact reasons for this decline without closer examination.

* These methods are not necessarily used by every teacher in the District but are cited as examples of methods used.

Budget	74-75	75-76	76-77
Salaries (10.23)	$ 135,572.00	$ 121,109.00	
Fixed Charges	24,708.00	18,166.00	
Fringe Benefits		4,135.00	
		748.00	
Total Program Cost*	$ 160,280.00	$ 144,158.00	

* These figures were taken directly from the 74-75 and 75-76 budget workbooks. We are unable to ascertain the exact amount of personnel decrease from the Personnel Office as lists for Foreign Language as such were not available in 74-75. 75-76 figures are based on 10.23 teachers.

Senior High Foreign Language

On the senior high level, each school offers French, German and Spanish.

Law

There is no law, rule or regulation mandating the offering of foreign languages in the schools. It is offered as an elective only and, as such, is covered by the rules pertaining to minimum standards.

Client

Senior high foreign language is an elective open to all students. The figures below are numbers of students in foreign language classes for the first quarter, term or semester of the '75-'76 school year. The levels of classes have been labeled I, II, III and IV+ even though some schools designate their classes beginning, intermediate and advanced.

	German					French					Spanish				
	I	II	III	IV+	T*	I	II	III	IV+	T	I	II	III	IV+	T
Churchill	28	13	11		52	24	23	8		55	45	33	14		92
N. Eugene	27	15	12		54	14	10	5		29	17	19	13	7	56
S. Eugene	41	28	24		93	31	38	24	10	103	16	38	24	29	107
Sheldon	38	28	10	5	81	36	7	5		48	22	20	21		63

T* = total

	Number of students in a particular school taking a foreign language	Percentage of students in a particular school taking a foreign language
Churchill	199	17%
N. Eugene	139	11%
S. Eugene	303	23%
Sheldon	192	18%

Total students taking senior high foreign anguage: 833
Percentage of senior high students taking foreign language: 17%
Client figures are not available for '74-'75. The above figures are expected to remain approximately the same for '76-'77.

Staff

	Spanish	French	German	Total
Churchill	1.0	.6	1.0	2.6
N. Eugene	1.0	.33	.5	1.83
Sheldon	.6	.6	.8	2.0
S. Eugene	1.0	1.0	1.0	3.0

Total foreign language positions = 9.43 FTE '75-'76
Figures were not kept by program in '74-'75. Staff figures are expected to remain the same in '76-'77.

Administrators

Senior high principals

Objectives and Methods '76-'77

--The overall objective of the language sequence is to develop increasing competency in conversational skills (speaking, listening), reading, composition and in understanding the culture. These skills are not necessarily stressed equally by all foreign language teachers. The level of emphasis on a particular skill varies depending upon the level of language class that a student is in. For example, a teacher may stress conversational skills in level I, reading and writing skills in level II, and all three skills in level III. No district-wide measurements in each of the aforementioned categories for the levels of foreign language offered here have been determined. Each teacher sets the content-ability for her/his students.

--Conversational skills: The student will develop the ability to speak the language with fluency, facility and accuracy. An overall objective by the end of a sequence is to utilize a 3,500 (approximate figure) word vocabulary in increasingly complex verbal structures.

On the beginning level, the content of conversation covers topics such as greetings, coutesy phrases and months of the year. As the student progresses to more advanced levels, topics of conversation become more lengthy and universalistic. For example, at levels III and IV a student may initiate a commentary, narrative or conversation with a length of sixteen or more sentences.

Students improve their ability to converse through continual use in the classroom. Students engage in dialogue with other students, teachers and guest speakers. Some teachers use additional aids such as language labs, games, records, films and filmstrips. Students are encouraged to use the language outside the classroom. Organized activities include language clubs, camps and festivals. Some opportunities for living in a foreign country are also available.

--Reading: The student will develop the ability to read the language orally in a manner which closely approximates native performance and silently with idea comprehension comparable to what she/he has learned.

In the beginning levels, students read items such as short paragraphs of expository prose or brief dialogues dealing with everyday concerns. At levels III and IV, students may read short novels, plays, essays or other items that deal with important cultural and social topics.

--Composition: The student will develop the ability to communicate in written form ideas and feelings expressed in the foreign language.

Strategies for developing the students' writing capacities include dictations from teacher, from tapes, records, books and other teacher prepared materials. At an advanced level, the student may write compositions on literary, cultural and imaginative topics.

--Grammar: In the process of learning conversation, reading and composition, the student is continually learning bits of grammar. Some teachers stress grammar separately while others prefer to teach it as a part of each of the mentioned skills. Generally, a student progresses, beginning with level I, from a grasp of the basics of simple sentence structure to an understanding (levels III and IV) of many of the forms used by a native speaker.

--Culture: The student will begin to develop an understanding and appreciation of many of the features of the culture of a given language.

Areas students may study include the history, geography, and social customs of a given linguistic group. Students may also study leading novelists, poets, composers, scientists, and statespersons and their works.

Teachers use many different methods to impart cultural information and appreciation. Films, student projects, field trips, guest speakers, culture days and games are a few examples. Some Spanish students participate in a foreign language camp which simulates a foreign living situation. As mentioned previously, there are some exchange programs which give students the opportunity to visit or live abroad.

--Career Awareness: The student will gain some knowledge of careers which value or require language/cultural skills. The student will be able to integrate her/his understanding of another language/culture to other areas of study such as sociology, history or anthropology.

Resources

Senior high foreign language receives no outside resources.

Significant Change in Program Focus

Teachers reported a fewer number of district-wide meetings for Foreign Language teachers in '75-'76. Several teachers mentioned a desire for a forum to share information.

Budget

	'74-'75	'75-'76	'76-'77
Salaries			
Churchill (2.5)*	$25,115.00	$31,491.00	
North Eugene (2.6)	32,739.00	35,954.00	
Sheldon (2.2)	34,235.00	27,839.00	
South Eugene (3.0)	34,203.00	45,142.00	
TOTAL SALARIES	$126,292.00	$140,426.00	
Fixed Charges	23,653.00	21,064.00	
Fringe Benefits		4,163.00	
Supplies		805.00	
TOTAL PROGRAM COST	$149,945.00	$166,458.00	

*These staff figures are different from those under the staff section reflecting the difference between what was projected for the '75-'76 Budget and what was actually utilized Fall '75, due to staffing decisions.

EUGENE PUBLIC SCHOOLS
School District No. 4J, Lane County
Eugene, Oregon

FOREIGN LANGUAGE
(General Fund Budget)
1976-77

REGULAR PROGRAM

	Junior High	Senior High	Total
(A) Certificated Salaries:	$121,230.00	$137,234.00	$258,464.00
(B) Noncertificated Salaries:	4,715.00	4,329.00	9,044.00
(C) In-District Travel:	383.00	428.00	811.00
(D) Supplies:	876.00	632.00	1,508.00
(E) Textbooks:	1,233.00	2,631.00	3,864.00
(F) Employee Benefits:	25,668.00	29,925.00	55,593.00
(G) Repair of Textbooks:	106.00	403.00	509.00
(H) Maps, Charts & Globes:	52.00	38.00	90.00
(I) Equipment:	26.00	--	26.00
(J) Department Head Increments:	--	3,151.00	3,151.00
(K) Postage:	--	48.00	48.00
TOTAL REGULAR PROGRAM	$154,289.00	$178,819.00	$333,108.00

BUDGET WORKBOOK PAGES

(A)	21,43	(G)	35,67
(B)	22,44	(H)	37,71
(C)	31,56	(I)	40
(D)	33,65	(J)	46
(E)	34,66	(K)	58
(F)	28,50		

Prepared by: Charles Hamby
Business Services Administrator

February 18, 1976

Graduation Requirements

This program will not be described for '76-'77. It is handled by the Curriculum Specialists with a minimal amount of funding. The money that had been allocated for a Graduation Requirements Steering Committee Coordinator in '75-'76 ($21,336) was utilized for the Intern Program in Research and Evaluation ($16,002), and for the Curriculum Specialists to administer the program ($5,334).

EUGENE PUBLIC SCHOOLS
School District No. 4J, Lane County
Eugene, Oregon

GRADUATION REQUIREMENTS
(General Fund Budget)
1976-77

The Graduation Requirements Program was deleted by the 1975-76 Budget Committee, and the money transferred to the Research, Development, and Evaluation Department.

Prepared by: Charles Hamby
Business Services Administrator

February 19, 1976

Health Services

It is the function of the School Health Services to help assure each student of the opportunity to realize his/her maximum health potential, and therefore, the best utilization of the educational opportunity.

Law

ORS 433.255 - 433.270. Persons with communicable disease shall be excluded from school; readmission by physician or nurse; students between ages five and 14 must be immunized prior to or as a condition of enrollment in any public, private or parochial school.

ORS 433.275 also authorizes the school administrator of any school to refuse the enrollment of any student not in compliance with the requirements of ORS 433.267, given certain exceptions under the law.

ORS 418.740 - ORS 418.775. School nurses and other school personnel mandated by law to report child abuse and neglect cases to the propse authority.

Effective September 1976, Rule 22-250 (Oregon Department of Education, minimum standards) states that each district board shall develop a plan identifying the health services provided for the students enrolled in its schools, and that school nurses be licensed as registered nurses.

Client

All students in grades K-12 in the District. Client population will remain the same for 1976-77. In '74-'75, clients served increased by approximately 1,500 pupils with the addition of the kindergarten program.

Staff

	'74-'75	'75-'76
Physician	.4	.2
Nurses	17.0 + (1.0 Title I)	17.0 (1.2 Title I) (21 Nurses)
Secretary	1.0	1.0
Assistant Nurses	1.0	.5
Volunteer Nurse	2 days per week	1 day per week
Substitute Nurses	6 nurses	7 nurses
Health Clerks	4.0	4.0 (6 clerks)
Volunteer Health Assistants	---	13 volunteers--pilot program 4 schools & St. Mary's

Each School nurse is assigned one to three schools and allocates her time among those schools. The District has one School Nurse Practitioner who performs regular duties plus extra ones such as working with the school physician in the medical clinics, doing physical exams, and consulting with school nurses concerning special problems. The school physician is available one day a week for activities such as medical clinics, consultation with school nurses, and facilitating referrals.

Each high school nurse also teaches one Health Education class. The school nurse at North Eugene High School teaches more than one class, thus an assistant nurse has been hired to work afternoons at that school.

Though the district counts the 1,500 kindergartners as half-time pupils, the school nurse renders the same services to this student as to a full-time student. Thus, the Health Services Coordinator has documented a need for 1.5 FTE additional nurse's time and will ask for such in the '76-'77 budget.

Administrators

'74-'75, '75-'76: (1) 1.0 Health Services Coordinator. No change is expected in '76-'77 with regard to administrators.

Objectives and Methods '76-'77

--Communicable disease shall be prevented and controlled in the schools.
School nurses will employ various techniques to provide education on communicable disease--individual counseling, classroom presentations, staff inservice, and parent group presentation.

School nurses will survey school health records for evidence of protection for TB, diptheria-tetanus, polio, measles and rubella. Information is entered on data-processing forms and notices sent to parents if protection is lacking. Immunization referrals are followed up extensively.

Communicable disease shall be controlled by exclusion of students and staff with conditions such as impetigo, measles, pediculosis, mumps, etc., and readmission by physician or school nurse.

--School nurses will screen all students, grades 1-9, for gross dental defects.
School nurses will make referrals on the basis of the screenings, to private dentists, medicheck, or the Elk's Dental Clinic.

--School nurses will facilitate preventive dental programs.
School nurses will administer "brush-in" programs for all students grades K-6. If alternate funds become available, nurses will administer the fluoride rinse program for students grades K-6.

--School nurses will conduct an annual screening program for all students, using the Snellen Vision Chart, observation, and other screening methods. Students with possible visual or eye problems are referred for further professional examination.

--School nurses will conduct the follow-up on the VASK (hearing test) administered very early in the fall by Speech Therapists on students K-1.

--School nurses are responsible for follow-ups of hearing losses detected during hearing tests given students (grades K, 1, 3, 5) by State Health Division audiometrists. The nurse arranges follow-up of repeat audiogram, and otologic exam by a specialist physician provided by the Health Division.

--The school nurse is responsible for obtaining a medical and developmental history of the child at the time of initial enrollment. The nurse also updates each health record annually through a health screening, data processing referral form, and parent conference.
School nurses will identify students with special health problems, ascertain their current health status, obtain instructions from medical advisors, and assist in planning an appropriate program for the student.

--School nurses will continually observe the school environment for safety hazards and unsanitary conditions. Observations are reported in writing to the school administrator.
School nurses will provide for first aid and emergency care of student and adult personnel as needed.
--School nurses will help plan, facilitate and act as staff for the Outdoor Schools.
--Students with potential orthopedic problems will be examined by the School Physician. Students needing further attention will be seen in a clinic held in conjunction with the Regional Crippled Children's Division. School nurses will coordinate the program and the follow-up.
--School nurses provide health education directly and indirectly to students and staff. In the past, areas of staff inservice included first aid, communicable diseases and special health problems.
--School nurses will provide individual and group health counseling services. This is particularly necessary on the secondary level. School nurses are members of the school teams and participate in staffings and often serve as home-to-school liaisons.
--Health Services personnel will participate in community planning and action for health by membership in and/or working with professional organizations, civic groups and community agencies for the improvement of health facilities for school children.
--Health Services personnel will conduct a program evaluation project.

Resources

The Elk's Club supplies operating funds, equipment and case investigation funds for a dental clinic. The regional program served 186 dentally indigent school-age children in '74-'75. Fifty-five dentists and eight orthodontists donated their time. Initial appraisal, parent contact, referral, and follow-up are done by school nurses.

The following organizations donate in-kind services or funds to Health Services:

PTAs--funds and volunteers
Delta Gamma--funds for eye exams and glasses
Lions Club--Health Services refer to Lions Club children who are in need of eye exams and glasses.
Kiwanis Club--River Road area; $25.00 limit for each identified need.
20-30 Active Club--$75.00 per quarter
Medical Auxiliary--$125.00 for Health Services supplies or equipment (1975)
Medical Auxiliary and 4J Faculty Wives--clothing pool
American Red Cross--First Aid and Cardio-Pulmonary Resuscitation Instruction; sponsor volunteer program

Significant Change in Program Focus

School year '74-'75 was the first year of the complete Preventive Dental Program (brush-in, fluoride rinse, and flossing).

Budget

	'74-'75	'75-'76	'76-'77
Salaries			
School Physician		$ 8,250.00	
Nurses		210,916.00	
Substitute Nurses		2,000.00	

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Budget (continued)

	'74-'75	'75-'76	'76-'77
Salaries (continued)			
Health Clerks		$ 22,222.00	
Medical Consultation		7,125.00	
Health Services Coordinator		17,385.00	
Secretary		6,799.00	
Total Salaries		274,697.00	
Fixed Charges		41,205.00	
Fringe Benefits		10,104.00	
In-district transportation		9,178.00	
Supplies		8,217.00	
Total Regular Program		$343,401.00	

EUGENE PUBLIC SCHOOLS
School District No. 4J, Lane County
Eugene, Oregon

HEALTH SERVICES
(General Fund Budget)
1976-77

REGULAR PROGRAM

(A) Certificated Salaries:	$238,935.00
(B) Noncertificated Salaries:	34,796.00
(C) Certificated Salaries (Temporary):	2,220.00
(D) Employee Benefits:	55,495.00
(E) Contracted Medical Services:	16,905.00
(F) In-District Travel:	14,358.00
(G) In-District Expenses:	50.00
(H) Postage:	2,720.00
(I) Supplies:	7,317.00
(J) Reference Books:	75.00
(K) Periodicals:	150.00
(L) Equipment:	22.00
TOTAL REGULAR PROGRAM	$373,043.00

OVER AND ABOVE REQUESTS

(M) Certificated Salaries:	25,175.00
(N) Employee Benefits:	4,854.00
(O) In-District Travel:	1,063.00
(P) Supplies:	1,455.00
TOTAL OVER AND ABOVE REQUESTS	$ 32,547.00
TOTAL COST	$405,590.00

BUDGET WORKBOOK PAGES

(A)	113	(I)	121
(B)	114	(J)	122
(C)	115	(K)	123
(D)	116	(L)	124
(E)	117	(M)	112a
(F)	118	(N)	112a
(G)	119	(O)	112a
(H)	120	(P)	112a

Prepared by: Charles Hamby
Business Services Administrator

February 19, 1976

Library Services consists of two categories, the building-level services and Technical Services. The building-level media centers/libraries provide print and non-print materials to students and teachers to supplement regular classroom materials and provide sequential instruction in the use of these resources. Technical Services supports the building-level program by providing central ordering, processing and distribution of instructional materials to the schools, and maintaining and repairing audiovisual equipment, master clocks and other electronic systems. Technical Services, radio and TV programs, and distribution of Dist. publications are part of Media Services.

Law

State Educational Administrative Rule 22-040 directs that each school is to have available the services of a librarian and an audiovisual coordinator; that all districts are to have written policies regarding selection and use of all materials and services; and that the selection and use of specific items of materials are the responsibility of local school boards. The rule also prescribes minimum standards as to the number of books, periodicals, newspapers, unbound materials, atlases and encyclopedias a school library should meet, the ratio of library personnel to teachers, facilities and organization.

The 1966 minimum standards direct that the District or IED provide coordination and supervision to those media centers which do not have a professional certificated person. Since there is no District or IED coordination and supervision of the media centers, this state requirement is not being met at the 3 media centers without a media specialist. Proposed rule 22-260 will supercede the 1966 standards. The revised standards will continue to require trained media staff, but it is likely that more discretion will be left with school districts to determine the amount of personnel time assigned to each school. Proposed rule 22-260 directs that by Sept. 1, 1976, each school building provide a center offering organized media services and materials consistent with the District's program and course goals, and that this facility be one from which both library and audiovisual materials and services are available to teachers and students in each school.

Client

All students K-12, teachers. While a student/teacher ratio is not available some statistics on use are kept by most media centers surveyed. The statistics most commonly kept are for circulation, but these do not show the number of students who actually use the media center. Student use should remain approximately the same in '76-'77 if there is no change in the number of staff.

Staff

	Building level	Media Services
Certificated (total number)	33.5	2.5
Senior high media specialists	6	---
Senior high A-V specialists	4	---
Junior high media specialists	8.5	---
Elementary media specialists	15	---
Non-certificated	4.5	13.5
Technical (repairmen)	---	4.5
Volunteers (part-time)	0-15/building	1

Eight of the elementary school media specialists divide their time and work half time at two buildings. Three of the smaller elementary schools have no media specialist and are staffed part time by teachers or library aides.

The building-level non-certificated staff includes 14 library aides paid from the Teachers and Library Aides program budget.

Technical Services hopes to add two more non-certificated employees in 1976-77. Elementary school media specialists have requested more certificated personnel to enable them to make better use of the facilities and equipment and serve more students, but it is not known yet if there will be any increase in staff.

Administrators

(1) 1.0 Coordinator of Media Services administers technical services, the radio and T.V. program, distribution of District publications, and allocates A-V equipment funds to the building-level media centers. About 80% of her time is spent administering the Technical Services and A-V equipment sections of Media Services. Each media specialist is directly responsible to the principal of her/his school. No change is expected in 1976-77 with regard to administrators.

Objectives and Methods '76-'77

The following objectives and methods have been developed by a committee of media specialists. The objectives and methods are at the rough draft stage and won't be instituted until 1976-77.

--Students locate, select and use resources in media centers. It is expected that students will master skills of increasing difficulty in the use of the print and non-print resources in the media center by the time they have finished the 3rd, 6th, 9th, and 12th grades.

--Staff and students value the use of media services in curriculum planning and instruction. The staff will use professional knowledge provided by media services curriculum planning and implementation. Both students and staff will select and use materials to supplement, enhance and support the curriculum, and will be involved in media services in meeting Oregon State Standards for library instructional media programs. A clearcut time-table for implementing these objectives has not yet been developed.

--Students use media service to enhance career awareness and explore potential. The media centers provide two types of career awareness experience for students. One is actual work experience in the media centers for student-helpers in junior and senior high school. At the junior high level, it is expected that students will increase their self-confidence and learn responsible attitudes toward the world of work. By the time they have finished the 12th grade, it is expected that the student-helpers will acquire skills to assist them in media-related occupations, demonstrate effective interpersonal relations and communication skills in working with others and value media skills as they relate to a variety of occupational choices. The other area of career awareness experience provided by the media centers is through the use of career-related materials. At the elementary school level, these would include story-telling picture books and other media that would introduce the concept of the many different kinds of occupations that exist. At the junior high and particularly the senior high level, these materials would provide more specific information about particular occupational choices. It is expected that students will gain increasing ability to use these resources by the time they have finished 3rd, 6th, 9th and 12th grades.

--Students value media resources as an introduction to lifelong learning for responsible citizenship and for recreation. It is expected that students will learn the importance of media resources for lifelong learning and recreation and will be able to use these resources at increasingly sophisticated levels by the end of the 3rd, 6th, 9th and 12th grades.

The personnel at each building will be responsible for evaluating whether or not the objectives have been met at the media center. The person who makes the evaluation and the methods they use has not been determined.

Resources

Federal funding has been provided through Title II and NDEA Title III. Both of these programs will be phased out by 1976-77 and will be superceded by Title IV. Therefore, only half as much money will be provided in 1975-76 as was given in 1974-75. Title II provides funds for library books and A-V supplies. In 1974-75, $38,605.90 was received. The final figure for 1975-76 will probably be about $17,000 or $18,000, based on $0.70/student. Funds from NDEA Title III are used to purchase A-V equipment. These funds are given on the basis of the proportion paid by the school district. In 1974-75, the district received $21,694.50 in matching funds. The District is requesting $11,497.00 in matching funds for 1975-76.

A separate grant of $3,300 was given to McCornack Elementary School media center for purchasing multi-cultural materials with Title II Open Door funds for 1975-77. The Special Project funds are given on the basis of an application outlining an innovative program, not on the basis of population or the proportion paid by the school district.

Title IV, Part B funds are given to the school district according to a formula based on the number of students enrolled and the relative wealth and population density of the districts. The school districts receive a lump sum which can be used for books, equipment, counseling or testing. The allocation is left to the discretion of the Superintendent's Office in each district. It is not required that any of these funds be used for the Library Services program.

Two full-time librarians have been funded by CETA in 1975-76, for a total contribution of about $20,000. CETA is designed to relieve unemployment by providing funds for public service agencies to hire additional personnel. Funds may or may not be continued in 1976-77.
In 1974-75 and 1975-76, two media specialists are being paid half of their salary by the District and half with Title I funds, for a total yearly contribution of about $12,000. Title I funds are given according to a formula based on the number of low-income children in a district, and is to be used to assist children who are educationally deprived. It is expected that this funding will be continued in 1976-77.

Significant Change in Program Focus

Beginning in July 1974, Technical Services has been expanding the central ordering, processing and distribution of instructional materials to include textbooks, A-V materials, and high school library books. Complaints about processing problems are resulting in a study not yet completed by the Evaluation Department, RD&E.

Budget	'74-'75*	'75-'76	'76-'77
Salaries	$615,224.00	$629,576.00	
Fixed Charges	92,284.00	94,437.00	
Fringe Benefits	18,477.00	21,420.00	
Supplies**	20,467.00	14,329.00	
In-District Travel	400.00	400.00	
In-Service for Media Services	- 0 -	20.00	
Textbooks	181,347.00	199,518.00	
Library Books	67,093.00	69,399.00	
Reference Books	14,787.00	17,146.00	
Periodicals - Magazines	18,456.00	21,365.00	
Maintenance of Library - text-books, aids, equipment		128,475.00	
Replacement of equipment		500.00	
Contracted Services		1,073.00	
Capital Outlay		17,332.00	
Net Cost of Regular Program		$1,214,990.00	

* A complete list of budget figures for '74-'75 is available from data processing. This program was not separated out for the '74-'75 Budget Workbook.

** Elementary School: $0.17 per pupil
Junior High School: $0.23 per pupil
Senior High School: $0.35 per pupil (from 1975-76 Budget Workbook)
Cost/student 1975-76: $57.86

EUGENE PUBLIC SCHOOLS
School District No. 4J, Lane County
Eugene, Oregon

MEDIA SERVICES
(General Fund Budget)
1976-77

REGULAR PROGRAM

	Service Area Direction	School Library Services	Audiovisual Services	KRVM	Total
(A) Certificated Salaries:	$ 25,604.00	$402,064.00	$146,165.00	$ --	$ 573,833.00
(B) Noncertificated Salaries:	158,254.00	115,690.00	35,551.00	16,656.00	326,151.00
(C) Noncertificated Salaries (Temporary):	--	8,300.00	--	2,000.00	10,300.00
(D) Department Head Increments:	--	11,107.00	824.00	--	11,931.00
(E) Employee Benefits:	34,633.00	97,999.00	33,753.00	3,399.00	169,784.00
(F) Other Professional and Technical Services:	--	--	7,000.00	--	7,000.00
(G) Equipment Repairs:	--	--	--	800.00	800.00
(H) Rentals:	--	660.00	--	--	660.00
(I) In-District Travel:	878.00	--	--	--	878.00
(J) Out-of-District Travel:	440.00	--	--	--	440.00
(K) In-District Expense:	50.00	--	--	--	50.00
(L) Postage:	--	191.00	120.00	--	311.00
(M) Printing and Binding:	--	300.00	--	--	300.00
(N) Supplies:	--	10,030.00	46,097.00	962.00	57,089.00
(O) Repair of Textbooks:	--	741.00	--	--	741.00
(P) Library Books:	--	73,821.00	--	--	73,821.00
(Q) Reference Books:	--	18,766.00	--	--	18,766.00
(R) Repair of Library Books and Reference Books:	--	7,022.00	--	--	7,022.00
(S) Periodicals:	--	26,438.00	--	--	26,438.00
(T) Microfilm:	--	--	255.00	--	255.00
(U) Equipment:	--	3,356.00	61,265.00	1,420.00	66,041.00
(V) Dues and Fees:	--	--	35.00	375.00	410.00
TOTAL REGULAR PROGRAM	$219,859.00	$776,485.00	$331,065.00	$25,612.00	$1,353,021.00

Prepared by: Charles Hamby
Business Services Administrator

February 19, 1976

OVER AND ABOVE REQUESTS

	Service Area Direction	School Library Services	Audiovisual Services	KRVM	Total
(W) Noncertificated Salaries:	$ 30,738.00	$ --	$ --	$ 8,802.00	$ 39,540.00
(X) Employee Benefits:	6,805.00	--	--	1,859.00	8,664.00
(Y) Noncertificated Salaries (Temporary):	500.00	--	--	--	500.00
(Z) Library Books:	--	300.00	--	--	300.00
(AA) Reference Books:	--	2,239.00	--	--	2,239.00
(BB) Supplies:	--	--	400.00	--	400.00
(CC) Equipment:	1,100.00	--	2,453.00	--	3,553.00
TOTAL OVER AND ABOVE REQUESTS	$ 39,143.00	$ 2,539.00	$ 2,853.00	$10,661.00	$ 55,196.00
TOTAL COSTS	$259,002.00	$779,024.00	$333,918.00	$36,273.00	$1,408,217.00

BUDGET WORKBOOK PAGES

(A)	163	(P)	178
(B)	164	(Q)	179
(C)	165	(R)	180
(D)	166	(S)	181
(E)	167	(T)	182
(F)	168	(U)	183,184
(G)	169	(V)	185
(H)	170	(W)	162a,162b
(I)	171	(X)	162a,162b
(J)	172	(Y)	162a
(K)	173	(Z)	162a
(L)	174	(AA)	162a
(M)	175	(BB)	162b
(N)	176	(CC)	162b
(O)	177		

Prepared by: Charles Hamby
Business Services Administrator

February 19, 1976

Multi-Racial Team

Multi-Racial Education is to help staff and students understand and appreciate our American Cultural Heritage.

Law
HB 2810 enacted into Oregon Law (1975) amendments to ORS 336.067 which now requires in public schools special emphasis be given to instruction in multi-cultural education. School Board Policy recognizes "the general lack of understanding.... as to the full contribution made to the American way of life by persons who belong to minority groups"....and indicates that School District 4J will "...include in all appropriate places of the curriculum information and exchanges of ideas by persons belonging to minority groups."

Client
'74-'75, '75-'76: Elementary, Junior High and Senior High Students and Teachers.

The team acts as a resource to teachers by designing, collecting and evaluating instructional materials which would be useful in the classroom. Assistance in the use of materials is also available to teachers. Team members act as consultants to counselors and social workers. Team members have direct involvement with students through classroom activities and weekly meetings with students in programs such as NATIVES. No change is expected in client population in 1976-77.

During the time period Summer 1974 - Winter 1975 each team member has had direct contact experiences with more than 600 staff, over 600 elementary and secondary students, and approximately 200 parents throughout the District's four regions. Teacher training experiences at the University of Oregon have been many, involving classess in the Schools of Education, Community Service and Public Affairs, and Health/Physical Education.

The team has presented out-of-District multi-cultural workshops at:
(In-District workshops cited elsewhere in this description)

Child Welfare League of America	Early Summer 1974
Oregon Police Academy	Summer 1974
Ashland School District Certified Staff In-Service	Fall 1974
Central Lutheran Church	Early Spring 1975
Lane County Head Start Staff	Early Spring 1975
Multi-Cultrual Education Conference (Portland City Schools - Region 10 HEW)	Spring 1975

Community church groups, fraternal organizations, professional honoraries have requested team presentations during this time period and the team has provided many such luncheon and evening programs.

The Coordinator has been contacted by and disseminated program materials and information to school districts and teacher training centers in Michigan, Massachusetts, California, Washington, New Jersey, Pennsylvanina, Marylyand, Kansas and Texas.

In addition, the Native Americans Toward Improved Values in Education and Society (NATIVES) Program has been effectively meeting its goals and objectives to provide for the needs of the Indian children in 4J. The annual report submitted November, 1974 to Washington D.C. cites over 30 activity periods plus 12 Parent Committee meetings. Activity periods include culture classes, Legend and craft presentations by Northwest Indian Artists, athletic and social events including Pow Wows. There have been 481 4J student participations and 621 parent, extended family

participation.

Staff
'74-'75, '75-'76 Three full-time team members: Chicano Specialist, Native American Specialist, Afro-American Specialist. A change is expected in '76-'77 with regard to staff; see program #22b.

Administrators
One full-time Coordinator: Asian-American Specialist
The Coordinator spends approximately 70% of her time coordinating team activities and spends approximately 30% of her time as the Asian-American Specialist. A change is expected in '76-'77 with regard to administrators; see program #22b.

Objectives and Methods '76-'77
--To develop resource data banks to provide increased multi-cultural instructional materials to enrich our existing curriculum.

The Multi-Racial Team will publich a quarterly review which will include Oregon history as lived by culturally-diverse groups, interviews with significant non-Anglo Oregonians, contributions by students, staff and parents with culturally-diverse world views, and experiences of Anglo-American students' increasing awareness of our multi-cultural society. The first edition will be published in January. After review and evaluation by team members, the second edition will be published in May or June.

Each team member will continue collection of bibliographies and book reviews in his/her cultural specialty area. Approximately four of each will be published monthly in the Newsletter. The bibliographies and reviews will also be added to the files for easy access by teachers.

The Afro-American Specialist will develop a bibliography of Post-Civil War American history as seen through the eyes of Afro-American women. The bibliography will be published in a spring issue of the monthly Newsletter. After feedback from other team members as to the instructional value of the bibliography, the Specialist will continue collection.

The Asian-American Specialist will publish in the quarterly review of non-Anglo history articles on U.S. history as lived by Asian Americans. The Specialist will publish bibliographies of Asian American history in the monthly Newsletter. A file of articles and bibliographies will be maintained for easy access by teachers. The process of collection is ongoing and the Specialist receives feedback from other team members regarding instructional value of materials.

The Afro-American Specialist will continue development of the data bank of Afro-American music. Presently the data bank is usable and contains primarily written materials. The completed and end product will include records, sheet music and written materials.

The Native American Specialist will continue the development of a library of Native American materials using Title IV funds.

--To assist teachers to use our data banks and to increase multi-cultural experiences in the classroom.

During the 1976-77 school year, team members will organize and facilitate a workshop for 4J students and/or staff. Past workshops include:

1974--Cultural Awareness Workshop for Superintendent and Administrative Staff.
1975--Workshop for building representatives and media specialists from the District's 31 elementary schools.
1976--Workshop for junior high students in planning stages.

The Multi-Racial Team will publish a departmental newsletter monthly.

--To identify and recognize teachers who are encouraging multi-cultural education in their classrooms

The Coordinator will make available regional mini-grants of $250 each to teachers who are developing multi-cultural programs.

The Coordinator will provide release time to teachers so that they may share their multi-cultural teaching methods.

--To continue to develop special cultural programs designed to assist specific cultural groups.

The Multi-Racial Team will continue to work with Native American Parents in administering Indian Education Funds, Title IV, Part A.

The Multi-Racial Team will provide a weekly meeting place and supplementary education for Native American students of the community through the NATIVES Program.

Resources

The Multi-Racial Team applied for and received (September 1974) Title IV Indian Education Funds in the amount of approximately $8,000. The team received a second grant for the 1975-76 year in the amount of $12,000. Native American parents have control over the dispersal of the money and input into development of instructional programs specifically meeting the needs of Native Americans.

Significant Change in Program Focus

See this category, Program #22-B.

Budget

	'74-'75	'75-'76	'76-'77
Salaries			
Certified (1)	$18,143.00	$18,965.00	
Classified (3)	24,768.00	37,782.00	
TOTAL SALARIES	$42,911.00	$56,747.00	
Fixed Charges	8,110.00	8,512.00	
Fringe Benefits		1,819.00	
Supplies	400.00	460.00	
Consultants	3,500.00*	4,025.00**	
In-District Travel	1,995.00	984.00	
TOTAL COST	$56,916.00	$72,547.00	

*This money was put in the Regional Directors Budget. The Team is in Educational Services. They were unable to obtain this total for their own use.

** Consultant allotment used for materials, supplies, research, resources to teachers and consultants needed to produce instructional materials.

Multi-Racial Education is to help staff and students understand and appreciate our American Cultural Heritage.

Law

HB 2810 enacted into Oregon Law (1975) amendments to ORS 336.067 which now requires in public schools special emphasis be given to instruction in multi-cultural education. School Board Policy recognizes "the general lack of understanding... as to the full contribution made to the American way of life by persons who belong to minority groups"... and indicates that School District 4J will ".... include in all appropriate places of the curriculum information and exchanges of ideas by persons belonging to minority groups."

Client

Focus: Elementary level K-6 culture based curriculum development including specific teacher training.

Secondary level -- referral and informational services.

LEA for Title IV NATIVES Program providing Project Officer as supervisor for Project Coordinator.

Staff and Administration

One full time Coordinator/Administrator--Master's level educator with experience in culture based curriculum development.

Objectives and Methods '76-'77

--To develop data banks to provide increased multi-cultural instructional materials to enrich our existing curriculum.

Multi-Racial Education will produce a bi-annual review which will include Oregon History as lived by culturally diverse groups, interviews with significant non-Anglo Oregonians, contributions by students, staff and parents with culturally diverse world views, and experiences of Anglo-American students' increasing awareness of our multi-cultural society.

Multi-Racial Education's collection of bibliographies and book reviews will be maintained and kept up-to-date.

Multi-Racial Education's collection of references and periodicals will be maintained and cataloged for use in the Ed. Center by District staff.

--To assist teachers to use data banks and to increase multi-cultural experiences in the classroom.

Four Culture Based Curriculum Development Workshops will be given, scheduled for October, December, February and March. Each workshop will focus in a general culture area and utilize the professional services of consultants who have developed effective curriculum strategies currently used nationally.

Multi-Racial Education will publish a departmental Newsletter monthly.

--To identify and recognize teachers who are encourageing multi-cultural education in their classrooms.

The Coordinator will make available regional mini-grants of $250 each to teachers who are developing multi-cultural programs.

The Coordinator will provide release time to teachers so that they may share their multi-cultural teaching methods.

--To continue to develop special cultural programs designed to assist specific cultural groups.

The Coordinator shall serve as the LEA Project Officer for the Title IV NATIVES Program. The Project Coordinator position and funding will be

contained in the Title IV, Part A grant 1976-77.

Resources

Multi-Racial Education will apply for a third year Title IV, Part A Indian Education grant sufficient for management and resources for this special program. Native American parents have control over the design of the grant proposal and the dispersal of the money and input into development of instructional programs specifically meeting the needs of Native Americans.

Significant Changes in Program Focus

Oregon State Law, Oregon Minimum Standards for Public Schools and the 4J School Board have deemed Multi-Racial Education necessary. Use of multi-cultural curriculum materials by staff has not been significant. At this point, a slower rate of curriculum development seems appropriate. In '76-'77, staff will be reduced from four team members to one coordinator/administrator.

Budget	'74-'75	'75-'76	'76-'77	
Salaries				
Certified (1)	$ 18,143.00	$ 18,965.00	$ 19,756.00	
Classified (3)	24,768.00	37,782.00	3,650.00*	
Total Salaries	$ 42,911.00	$ 56,747.00	$ 23,406.00	
Fixed Charges	8,110.00	8,512.00	3,500.00	(?)
Fringe Benefits		1,819.00	1,000.00	(?)
Supplies	400.00	460.00	600.00	+ postage
Consultants	3,500.00	4,025.00	10,930.00	
In-District Travel	1,995.00	984.00	629.00	
Total Cost	$ 56,916.00	$ 72,547.00	$ 40,065.00	

* Additional .5 secretary to be included in Title IV, Indian Education Act Proposal.

EUGENE PUBLIC SCHOOLS
School District No. 4J, Lane County
Eugene, Oregon

MULTI-RACIAL PROGRAM
(General Fund Budget)
1976-77

REGULAR PROGRAM

(A) Certificated Salaries:	$21,336.00
(B) Noncertificated Salaries:	3,990.00
(C) Employee Benefits:	7,039.00
(D) In-District Travel:	715.00
(E) In-District Expense:	50.00
(F) Postage:	117.00
(G) Supplies:	400.00
(H) Reference Books:	400.00
(I) Periodicals:	80.00
(J) Instructional Programs - Improvement Service:	2,600.00
(K) Other Professional and Technical Services:	650.00
(L) Release Time:	6,700.00
TOTAL REGULAR PROGRAM	$44,077.00

BUDGET WORKBOOK PAGES

(A)	133	(G)	141
(B)	134	(H)	142
(C)	135	(I)	143
(D)	136	(J)	151
(E)	137	(K)	152
(F)	138	(L)	148

Prepared by: Charles Hamby
Business Services Administrator

February 19, 1976

Elementary Instrumental Music

Elementary Instrumental Music provides instruction for string and band instruments.

Law

No law mandates Elementary Instrumental Music. According to Administrative Law 22-240 a district shall provide K-8 students with instruction in music education and this program helps in fulfilling this requirement.

Clients

Elementary students. Beginning in the fourth grade, students participate in string instrument groups in their own buildings according to their experience level. They also participate in large groups called area string orchestras, which consist of students from several schools who meet at junior and senior high schools. Sixth-grade students may study woodwind, brass, and percussion as well as perform in bands, which meet daily. Approximately 200 Kindergarten, first and second grade students receive instruction in the Suzuki program (see Significant Change category).

Bus transportation is provided by the District for students going between schools for classes. In '75-'76 it is estimated that 700 students will participate in the program. An increase in participation is expected in '76-'77, because there have been steady yearly increases.

Staff

There are 8.04 FTE positions filled by 16 teachers. A meeting in December, 1975 with the Superintendent may effect staffing in '76-'77, according to the assistant superintendent for RD&E.

Administrators

Principal. No change is expected in '76-'77.

Objectives and Methods '76-'77

--The program seeks the participation of each school's population.
Teachers recruit in the fall and spring by providing demonstrations in classrooms. Elementary children perform, and observers are encouraged to play instruments and ask questions. During a parents' night, a similar demonstration occurs as well as an orchestral presentation. The Eugene Junior Symphony performs for third-graders once each year for the purposes of both entertainment and creating of interest.

--Students will demonstrate technical skills needed to perform adequately on a violin, viola, cello, or bass.
Both individual and group instruction is provided in four sessions per week. Students are expected to demonstrate:

a. an understanding of terminology and notation
   1. general terminology and notation
   2. rhythmic notation
   3. string instrument terminology
b. an understanding of string instrument techniques
   1. basic techniques (e.g., care and maintenance)
   2. left-hand techniques (e.g., finger patterns, vibrato)
   3. right-hand techniques (e.g., use of the bow)

Each student is expected to become acquainted with specific skills and understanding, according to his/her experience as a musician. A "String Curriculum Guide" provides a detailed sequential format for both students and teachers. Band teachers are planning to develop a similar book for woodwinds, percussion and brass, and as they were not interviewed we have no specific objectives for band.

--Students will develop a positive self-concept and a healthy attitude toward self-discipline. Self-discipline method will be derived from conduct within class, performing within a group, and home practice. A positive self-concept will be the result of successful experiences; teachers use positive reinforcement to strengthen self-concept. Inferences concerning self-concept are based on a teacher's observation of a student's motivation and enthusiasm.

--Students will demonstrate behaviors which will contribute to an effective socialization process.

Students are expected to learn enough technique so that they can perform solo or in a group of comparable experience level. They will perform for parents and community (e.g., nursing homes, concerts for peers, etc.).

--Students will begin to become sensitive to the art and beauty of instrumental music.

Students will perform music by recognized composers. They will be provided with a variety of styles--classical, popular, etc.

Resources

Volunteers--University of Oregon music students and staff. Visiting guest Instrumentalists.

Significant Change in Program Focus

Approximately 200 Kindergarten, first and second grade students receive instruction in the Suzuki Program. The program requires that parents attend lessons and students learn by rote rather than by memorizing notes.

Budget	'74-'75	'75-'76	'76-'77
Salaries - 8.04 teachers			
8.04 teachers	$19,615.00*	$76,844.00	
Bus drivers	5,224.00	5,202.00	
Total Salaries	$24,839.00	$82,046.00	
Fixed charges			
Fixed charges	3,726.00	12,358.00	
Fringe benefits		3,249.00	
Student Transportation	5,224.00	5,202.00	
Travel (In District)	1,275.00	1,152.00	
Supplies	924.00	1,063.00	
Contracted Services**	3,778.00	4,634.00	
Maintenance of Equipment	2,095.00	2,473.00	
Replacement of Equipment	1,509.00	6,063.00	
Capital Outlay			
Equipment		2,642.00	
Musical Instruments		805.00	
Net Program Cost	$43,370.00	$121,687.00	

* Figures are incorrect in that there has been no increase in staff between '74-'75 and '75-'76. They are from the Budget Workbook for those respective years.

** Piano and auto-harp tuning.

Secondary Instrumental Music

The Secondary Instrumental Music program continues training begun in the elementary program, extends opportunities to students who did not participate at the elementary level, continues the development of appreciation of band and orchestra music, and develops performing instrumental groups.

Law

State Educational Administrative Rule 22-130 requires that local districts develop elective offerings which provide students the opportunitites to earn a minimum of 10 elective units of high school credit and encourages the local districts to provide varied experiences in the fine arts and humanities.

Client

The program provides instruction for students in string and band instruments. Junior high students may participate in beginning, intermediate and advanced string orchestras, and full orchestras consisting of the string orchestra with brass, wind and percussion instrumentation from the bands. In some junior highs, small specialty groups such as stage bands have been formed. Senior high students may participate in intermediate and advanced bands, orchestras, and stage bands. Bus transportation is provided by the District to transport bands and orchestras for such special events as football games and festivals.
In '75-'76, it is estimated that approximately 1,500 secondary students will participate. Additional participation is expected in '76-'77, because each year shows an increase.

Staff

There are 22 teachers filling 11.06 FTE teaching positions in '75-'76. Teachers filled 9.71 teaching positions in '74-'75. Each teaching assignment is considered to be approximately .17 time. For example, a given person might teach one beginning band class, one intermediate band, one string orchestra, and one concert band for .68 time. No change is expected in '76-'77.

Administrators

Principal. No change is expected in '76-'77.

Objectives and Methods

--Students will demonstrate technical skills needed to perform adequately on a particular instrument--string, woodwind, brass or percussion.

Students are expected to demonstrate:
- an understanding of terminology and notation,
- an understanding of instrument techniques.

Aside from regular practive sessions, students receive extra attention after school. During sessions, the section leader, a student who is given leadership responsibility, provides special attention to people who experience difficulty.

--Students will become sensitive to the art and beauty of instrumental music. Students will be presented various musical forms and comparative forms (music and art, music and literature). They may be asked to explore their own moods as they simultaneously observe a film and listen to music. Students of string instruments are exposed to the analysis of orchestral literature in the text, Comprehensive Musicianship through Orchestra Performance. This book is designed around five examples of music for string orchestra by composers from five different stylistic periods of music history. This objective is evaluated by;

- the degree to which students ask questions;
- the manner in which they relate musical experiences;
- attendance at recitals and other events; and
- written research reports in special-interest areas.

--Students will develop a positive self-concept and a healthy attitude toward self-discipline. Self-discipline method will be derived from conduct within class, performing within a group, and home practice. A positive self-concept will be the result of successful experiences; teachers use positive reinforcement to strengthen self-concept. Inferences concerning self-concept are based on a teacher's observation of a student's motivation and enthusiasm.

--Students will demonstrate behavior which will contribute to an effective socialization process.

Students are given responsibilities and are expected to make choices.

--Students will gain needed training for a vocation and an avocation.

Resources

University of Oregon staff, student teachers, practicum students, and music classes
Eugene Junior Symphony and Junior Strings
Parent Booster Club--raise money for equipment
Community fund raising--for department needs and travel (e.g., candy sales)

Significant Change in Program Focus

The program is beginning to offer such additional courses as Theory and Musicianship and interdisciplinary courses such as Music-Art-Humanities.

Budget	'74-'75	'75-'76	'76-'77
Salaries			
Teachers (11.06)	$118,966.00	$147,363.00	
Bus Drivers	216.00*	4,588.00	
Total Salaries	$119,182.00	$151,951.00	
Fringe Benefits	**	4,470.00	
Fixed Charges	21,914.00	22,838.00	
Student Transportation	216.00*	4,588.00	
Travel (In District)	1,526.00	2,982.00	
Supplies	***	1,242.00	
Contracted Services	1,188.00	1,486.00	
Capital Outlay			
Equipment	4,873.00	5,146.00	
Musical Instruments	***	2,439.00	
Equipment Repair	4,415.00	****	
Equipment Maintenance	4,966.00	5,014.00	
Equipment Replacement	13,200.00	12,294.00	
Total	$171,480.00	$214,450.00	

* Error in '74-'75 Budget Workbook--'75-'76 figure is more accurate.
** Included in Fixed Charges.
*** Not recorded in '74-'75.
**** Included in Equipment '75-'76.

Secondary Vocal Music is an elective for junior and senior high school students who wish to develop their skills in music through vocal instruction and by performing as part of a group in front of an audience.

Law

Secondary Vocal Music programs are not required by law. State Educational Administrative Rule 22-130 requires that local districts develop elective offerings which provide students the opportunities to earn a minimum of 10 elective units of high school credit and encourages the local districts to provide varied experiences in the fine arts and humanities.

Client

Junior and senior high school students. In '75-'76 there are 531 students at the senior high level and 746 students at the junior high level participating in the vocal music program. Junior high schools have one or more choirs and sometimes small ensembles. At the senior high schools the program usually includes a girls' choir, an a cappella choir and a swing choir. Some of the high schools have one or more additional small ensembles. While some schools have had an increase in the number of students in this program since '74-'75, District-wide participation has remained about the same. It is anticipated that the number of students will remain approximately the same in '76-'77.

Staff

(10) 7.11 FTE. In '74-'75 12 teachers filled 7.25 FTE positions. Four of the junior high school vocal music teachers also teach instrumental music. Three others divide their time and work at 2 junior highs or at a senior high and a junior high. Student/teacher ratios vary from a high of 72/1 for large choral groups to a low of 15/1 for small ensembles. Each vocal music teacher has an extra duty assignment in vocal music, .04 pay ratio in the junior highs and .07 pay ratio in the senior highs. The senior high teachers spend an average of 353 hours/year beyond the regular school day in completing their extra duty assignments. The junior high teachers spend an average of 70 hours/year.

At this time only one school uses a volunteer regularly. Some schools do use volunteers on a limited basis, including guest directors and pianists, choreographers for musicals, and parents of students to help with special projects.

No change in the number of teaching positions is anticipated in '76-'77.

Administrators

Either the head music teacher or the fine arts department chairperson assumes administrative duties for this program. Each vocal music teacher is responsible to the principal of his/her school.

Objectives and Methods '76-'77

A District committee has begun working on goals and objectives for the visual and performing arts. The teachers who have been teaching music reading with the KODALY system are writing a statement of the organization of their program. Another group of teachers plan to develop a regional curriculum for their program with some assistance from the state music education specialist consistant with District goals and objectives. These objectives will apply to K-12 and not just the Secondary Vocal Music Program.

The objectives listed below were compiled from the ones individual teachers have done for themselves. There is some variation in expectations, time, performance, etc. for the different schools and vocal groups.

JUNIOR HIGH

--By the end of the year students will improve singing skills in breath control, range tone, blend and diction as shown by a tape-recorded pre-test in September and a tape-recorded test in May.

--Students will gain a primary understanding of music fundamentals, terms, notation, and symbols as shown by teacher-prepared tests.

--Students will develop the ability to sight-read simple musical parts as tested by

teacher-prepared oral and written tests.
--Students will increase their ability to sing as an individual and as part of a group as determined by classroom observation by the teacher, student interaction and concert reaction.
--Students will demonstrate appropriate stage presence and performance skills during concerts as determined by teacher observation and concert reaction.
--Students will gain a primary understanding in the interpretation of a variety of styles of choral literature within their vocal ability as determined by classroom observation by the teacher and concert reaction.

SENIOR HIGH
--By the end of the first nine weeks, students will be able to identify the majority of common time signatures, key signatures and musical notation used in their music as tested by teacher-prepared oral and written tests.
--By the end of the first nine weeks, students will begin to develop the vocal techniques to be used for the whole year as tested by teacher observation of individual and group performance.
--By the end of the first semester, students will be able to identify and interpret most notational signs commonly used in music as tested by teacher-prepared oral and written tests.
--By the end of the year, students will have developed marked improvement in tone quality, breathing techniques, diction, posture and tone production as evidenced by a tape-recorded pre-test in September and a tape-recorded test in May.
--Students will demonstrate appropriate stage presence and performance skills during concerts as determined by teacher observation and concert reaction.
--Students will learn how to work as a member of a complete performing unit as determined by classroom observation by the teacher, student interaction and concert reaction.
--Vocal groups will have prepared sufficient public-ready compositions to have performed in a number of public appearances determined by the teacher. The number of public appearances will vary for the different types of vocal groups.
--Students will be able to perform and understand the styles and periods of music appropriate to their vocal group--choir, jazz, swing, madrigals, etc.,--as determined by classroom observation by the teacher and concert reaction.

Resources
No outside sources; all program funds are provided by District 4J.

Significant Change in Program Focus
Since January, 1975, the elementary, junior high and senior high vocal music teachers in the Churchill region who are using the KODALY system of music reading have been meeting weekly to create a program through which participating students can realistically expect to learn to read music for themselves, and have conducted a Teacher Incentive Program to that end.

Budget	'74-'75	'75-'76	'76-'77
Salaries			
Teachers (8.64)	$136,478.00	$113,431.00*	
Bus Drivers	216.00	660.00	
TOTAL SALARIES	$136,694.00	$114,091.00	
Fixed Charges and Fringe Benefits	24,877.00	20,606.00	
Student Transportation	216.00	660.00	
Travel (in District)	568.00	612.00	
Supplies	291.00	1,242.00	
TOTAL	$162,646.00	$137,211.00	

Cost/student 1974-75 = $127.37
1975-76 = $107.45

* Does not include extra-duty increments. We are unable to determine from Personnel and the Business Office why there is a $23,047 decrease in salary '75-'76.

EUGENE PUBLIC SCHOOLS
School District No. 4J, Lane County
Eugene, Oregon

MUSIC
(General Fund Budget)
1976-77

REGULAR PROGRAM

	Elementary	Junior High	Senior High	Total
(A) Certificated Salaries:	$ 74,045.00	$176,104.00	$121,422.00	$371,571.00
(B) Noncertificated Salaries:	561.00	6,858.00	2,261.00	9,680.00
(C) Activity Increments:	3,054.00	12,369.00	12,749.00	28,172.00
(D) Employee Benefits:	16,264.00	40,507.00	29,831.00	86,602.00
(E) In-District Travel:	2,633.00	2,025.00	1,226.00	5,884.00
(F) Supplies:	1,461.00	8,537.00	7,789.00	17,787.00
(G) Textbooks:	356.00	1,754.00	793.00	2,903.00
(H) Textbook Repair:	100.00	71.00	19.00	190.00
(I) Equipment:	6,999.00	9,867.00	13,950.00	30,816.00
(J) Department Head Increments:	--	1,317.00	3,443.00	4,760.00
(K) Supervision - After School:	--	1,031.00	2,463.00	3,494.00
(L) Postage:	--	--	6.00	6.00
(M) Pupil Transportation:	11,434.00	1,439.00	2,658.00	15,531.00
(N) Equipment Repairs and Maintenance:	--	3,366.00	3,366.00	6,732.00
TOTAL REGULAR PROGRAM	$116,907.00	$265,245.00	$201,976.00	$584,128.00

OVER AND ABOVE REQUESTS

(O) Equipment Repair:	400.00	5,100.00	5,100.00	10,600.00
(P) Supplies:	15.00	--	--	15.00
(Q) Equipment:	2,222.00	5,480.00	25,700.00	33,402.00
TOTAL OVER AND ABOVE REQUESTS	$ 2,637.00	$ 10,580.00	$ 30,800.00	$ 44,017.00
TOTAL COST	$119,544.00	$275,825.00	$232,776.00	$628,145.00

BUDGET WORKBOOK PAGES

(A)	2,21,43	(J)	24,46
(B)	3,22,44	(K)	27,49
(C)	6,25,47	(L)	58
(D)	8,28,50	(M)	267,279
(E)	11,31,56	(N)	260
(F)	13,33,65	(O)	256d
(G)	14,34,66	(P)	16
(H)	15,35,67	(Q)	1b,20a,20b,42c
(I)	18,19,39,40,76,77		

Prepared by: Charles Hamby
Business Services Administrator

February 20, 1976

Opportunity Center Program

The Opportunity Center, an alternative school, serves approximately 80 students. Options of transfer at any time to traditional junior and senior high schools and preparation for a high school equivalency program are given students. The Center also sponsors the Planning Course, an autonomous project seeking to assess the needs and potential parameters for a new high school, possibly student operated.*

Law
Not mandated by state or federal statute, the Opportunity Center was established in 1971 on the basis of community need by the District 4J Board of Education.

Client
Junior and senior high students. The mean 1975-76 enrollment is 80 students, distributed through grades 7-11, as shown below. The 1974-75 enrollment did not differ significantly from the above and it is expected that next year's figures will follow suit. Approximately one-half of the students attend full-day sessions, while the other half takes a half-day option. This pattern has and is expected to remain constant.

Table I. Student Enrollment by Grade and Sex for the Second Term '75-'76

Grade	Males	Females	Total	% of Total
Seven	1	1	2	.03%
Eight	5	10	15	.21%
Nine	13	16	28	.39%
Ten	16	8	25	.35%
Eleven	2	0	2	.03%
TOTAL	37	35	72	(second term)

Staff
Five certificated. The Opportunity Center benefits only from 4.5 of this allotment since .5 applies to the Planning Course. There was a reduction of .5 from 1974-75 due to the adoption of the 1975 staffing ratio of one teacher per 18.4 students. No change is foreseen for 1976-77.

Administrators
.3 of one of the certificated staff members who serves as head teacher.

Objectives and Methods '76-'77
--The overall objective of the Opportunity Center is to strengthen social, emotional and political awarenesses and skills in students whose previous education and experience has left gaps in these areas. Equally stressed is the nurturing of competency in cognitive skills such as reading, math and reasoning. The school is so organized that many of these broad objectives are met simultaneously. Other items reflecting core emphases of the Opportunity Center are; strong staff/student cohesiveness, considerable student accountability, an emphasis on learning as pleasurable, an ungraded program, equal student/staff participation in all matters, student- centeredness and a developmental ethos that adjusts goals to the ever-changing needs of students. Since the Opportunity Center sees itself as so strongly student-centered, it seemed appropriate to write one major objective from the viewpoint of the student and another from a school-wide perspective, emphasizing mainly, but not completely, staff input.

* Since the Planning Course has a technical connection only to the Opportunity Center, it will not be described here.

--Student Task Structure: The student is expected to develop in all the core areas (cognitive, emotional, social and political). There is also some emphasis on career awareness. The ultimate objective is to prepare students to link smoothly into their next chosen goal, be it work or additional education. The following areas serve as focal points:

The student is to assume major responsibility in the forming and completion of a course program consisting of a total of nineteen class hours per week. Class hours are to be distributed between a minimum of eight required hours (three or more courses) and 11 elective hours (four or more courses). Credit is contingent upon a 75% attendance rate. Selecting from a required course offering including Reading, Math, and Juvenile Rights* and an elective stream consisting of Fundraising, Library Aide and Photography**, students are expected to meet certain competencies. In reading, for example, a student functioning at entry from one to four grades below level should reach the average measurement for his grade after one semester of instruction. Upon completion of a beginning Photography class, an elective, a student should be able to use a 35 mm. camera, develop and mount prints, as well as appreciate photography as an art form. Students who are less well prepared and motivated cannot expect to meet the above criteria as quickly.

The student will participate responsibly in the decision-making and implementation of school-wide policy on curriculum, school-wide outings, school-wide business and administrative affairs and deportment.

Students are to be responsible for creating a better self-image, including improved attitudes toward school and learning. In both areas, the goal is to be evidenced by a one-point increase on a 1-5 scale as well as by parent interviews.

Students are to share responsibility in the creation and maintenance of a caring school community by demonstrating considerable sensitivity to the feelings and ideas of fellow students and staff. Students are also expected to extend school cohesiveness by strong attendance at all school affairs.

--School-Wide Task Structure: The faculty sees itself as bearing strong responsibility for the continuing development of school goals. Students will also participate in the ongoing planning. At present time, there is a drive to extend community involvement by looking for more instructors and tutors. Interest also revolves around developing a better-articulated program for present students. Finally, the school is developing research procedures to more sensitively measure skills at intake and also outcomes.

While the Opportunity Center also utilizes more traditional teaching methods and techniques, the emphasis is on newer, oftentimes more personalized approaches. No matter the skill, the emphasis is on active involvement; intellectualization and abstraction in relation to tasks is by far secondary. Materials are as likely to be student or staff produced as they are to be pre-done. Even when there are academic exercises, they are made to grow

* The above courses stem from the second quarter '75-'76. Other required courses are: Drugs, Person-Person, Black Music, Spelling, First Aid and Environmental Awareness.

** Other electives are: Swimming, Macrame, Needlework, Model Building, Rug-Making, Art, Pottery and Shop.

organically out of discussions and projects. Another innovation is student-taught classes. A student, for example, under the sponsorship of a faculty member, handles the macrame class. Counseling allows students to choose whom they wish as a leader. Students also possess the option of calling counselors at home if they need to. Some classes are taught outside; bread baking was recently instructed at the One World Family Commune and shop classes are sometimes held at a professional auto shop. Finally, the school employs a number of outings to give students first-hand knowledge of environmental problems, community institutions and life-styles.

Resources

The Opportunity Center uses only District monies. They have one teacher aide.

Significant Change in Program Focus

None

Budget

	'74-'75	'75-'76	'76-'77
Salaries (5)	$ 60,540.00	$ 62,525.00	
Fixed Charges	11,267.00	9,379.00	
Fringe Benefits		2,425.00	
Student Transportation and Mass Transit	2,830.00	3,301.00	
Water, Electricity, Telephone, Sewer and Garbage	1,843.00	2,345.00	
Maintenance of Plant, Grounds and Equipment	737.00	805.00	
Books, Equipment and Supplies	3,965.00	4,583.00	
Improvement of Site; Remodeling	410.00	750.00	
TOTAL PROGRAM COST	$ 81,592.00	$ 86,113.00	

EUGENE PUBLIC SCHOOLS
School District No. 4J, Lane County
Eugene, Oregon

OPPORTUNITY CENTER
(General Fund Budget)
1976-77

REGULAR PROGRAM

(A)	Certificated Salaries:	$56,274.00
(B)	Noncertificated Salaries:	9,420.00
(C)	Employee Benefits:	12,624.00
(D)	Supplies:	1,800.00
(E)	Textbooks:	617.00
(F)	Equipment:	489.00
(G)	Equipment:	438.00
(H)	Reference Books:	104.00
(I)	Audio Visual Supplies:	122.00
(J)	Postage:	60.00
(K)	Principals Office Supplies:	230.00
(L)	Equipment - Principals Office:	350.00
(M)	Custodial Supplies:	117.00
(N)	Student Help:	1,000.00
(O)	Student Transportation:	3,162.00
	TOTAL REGULAR PROGRAM	$86,807.00 (1)

OVER AND ABOVE REQUESTS

(P)	Supplies:	400.00
(Q)	Vehicle Supplies:	150.00
(R)	Gasoline:	200.00
	TOTAL OVER AND ABOVE REQUESTS	$ 750.00
	TOTAL COSTS	$87,557.00

(1) Building maintenance and overhead is not included.

BUDGET WORKBOOK PAGES

(A)	21	(J)	230
(B)	22	(K)	231
(C)	28	(L)	234
(D)	33	(M)	264
(E)	34	(N)	264
(F)	39,40	(O)	269
(G)	260	(P)	20a
(H)	179	(Q)	20c
(I)	176	(R)	20c

Prepared by: Charles Hamby
Business Services Administrator

February 24, 1976

Elementary Physical Education

The Elementary Physical Education program is an instructional program which provides organized group and individual activities designed to help students develop basic movement skills, knowledge and understanding of the benefits of physical activities, and a positive attitude toward thinking, exploring, discovering and creating.

Law
OAR 52-020 (1): District school boards shall provide in their respective schools a program of physical education for the development of health and physical fitness for all elementary and secondary students in such schools in order to promote, develop, and maintain among students at all age levels optimum physical growth, health and physical fitness.

Client
All students in grades 1-6: a total of 9,368 students. In addition, kindergarten students in 21 elementary schools are served by the program. For additional information see Table 1. Client population was approximately the same in '74-'75 and is expected to be the same in '76-'77.

Staff
(36) 27.9 FTE elementary physical education specialists. Twenty are employed at 1.0 FTE, 14 are employed at .5, one is employed at .7, and one at .2. Each school has a specialist working at least .5 FTE. For additional information, see Table 1. This is an increase of 12.9 from '74-'75. It is not known whether there will be an increase in '76-'77.

Administrators
School principal. Estimates by principals indicate approximately 6% of their time is spent in administration of programs.

Objectives and Methods '76-'77
The following objectives are those developed by District teachers. Work is currently under way to refine the objectives. No estimate of their completion is available.

--Students will express enjoyment in movement of their bodies and participation in physical activities by identifying things that they have done which give them a feeling of fulfillment or pleasure.
--Students will demonstrate feelings of success and a positive self-concept associated with participation in activities by identifying feelings of worth and self-esteem, and by providing examples of how their self-concept has changed as a result of participation.
--Students will demonstrate a realistic view of their strengths, limitations, and level of ability in various physical activities by identifying their aptitudes and abilities.
--Students will demonstrate knowledge and understanding of the benefits of physical activity by relating personal habits and practices to health information.
--Students will demonstrate the ability to be self-directed in physical activities by accepting responsibility for individual and group decision-making.
--Students will demonstrate social interaction skill through participation in physical activities by demonstrating ability to function as a leader and a participant.

The teacher will:
--Provide instruction which will enable students to attain optimal skills and knowledge in respect to space, force, speed, direction and rhythm.
--Provide an atmosphere which enables students to attain optimal social interaction skills.
--Provide a setting which will enable students to attain a positive self-concept in relation to their physical abilities and activities.
--Provide information and examples which will enable students to attain a knowledge and understanding of the benefits of physical activity.
--Provide the opportunity for students to attain self-direction in accepting responsibility for individual and group decision-making.
--Provide an atmosphere which will enable students to express enjoyment in their bodies and participation in physical activities.
--Provide a situation which will enable students to experience feelings of success associated with participation in physical activities.
--Provide a situation which will enable students to develop a realistic view of their strengths, limitations, and level of ability in various physical activities.

Resources
Various community groups occasionally make donations to schools for the purchase of equipment. In some cases the equipment may be used by the physical education program. The District has .5 FTE teacher aides working with the physical education program. Teacher aides are paid from the teacher and counselor aid fund (215.60).

Significant Change in Program Focus
A significant change was the addition of 12.9 physical education specialists for 1975-76. Under the new staffing plan of 1975-76, principals are able to make staffing changes to meet the needs of the particular school. The increase reflects the need as identified by the principals. Another change is that in '74-'75, several P.E. specialists were paid from the program #15 Fine Arts Specialist budget. In '75-'76, Fine Arts Specialists are paid from the regular elementary teachers budget. Minor changes include: a large increase in the "Supplies" for '75-'76. '75-'76 was the first year in which classroom recess supplies (playground balls, basketballs, footballs, soccer balls, softballs, hoops, jump ropes, and bats) were purchased from the elementary physical education budget. The after-school program which was operating in many elementary schools was discontinued at the end of the '74-'75 school year. The schools had never received District funding and were being operated by volunteers at each school.

Budget	'74-'75	'75-'76	'76-'77
Salaries	$223,986.00	$280,815.00	
Fixed Charges	43,689.00	52,994.00	
Supplies	3,162.00	9,757.00	
Transportation (in District)	545.00	— —	
Capital Outlay	5,033.00	6,700.00	
TOTAL	$276,415.00	$350,266.00	

TABLE 1

Information on Elementary Physical Education
1975-76

School	Type of Program	Number of Students	Teacher FTE	Teacher Aide FTE
Adams	K-6	243	1.0	0
Awbrey Park	1-6	594	1.0	0
Bailey Hill	K-6	352	1.0	0
Coburg	1-6	180	.5	0
Condon	K-6	259	.5	0
Crest Drive	K-6	227	.5	0
Dunn	K-6	254	1.0	0
Edison	K-6	295	.5	0
Edgewood	1-6	411	1.2	.2
Fox Hollow	K-6	190	.7	0
Gilham	1-6	309	1.0	0
Harris	K-6	221	.5	0
Howard	K-6	447	1.5	0
Laurel Hill	K-6	113	.5	0
Lincoln	K-6	167	.5	0
Magladry	1-6	137	.5	0
McCornack	1-6	343	1.5	0
Meadow Lark	K-6	373	1.0	0
Parker	K-6	281	1.0	0
Patterson	K-6	239	1.0	0
River Road	K-6	417	2.0	0
Santa Clara	K-6	401	1.0	.3
Silver Lea	K-6	382	1.0	0
Spring Creek	K-6	472	1.0	0
Twin Oaks	K-6	223	.5	0
Washington	K-6	403	1.5	0
Westmoreland	K-6	403	1.0	0
Whiteaker	K-6	177	1.0	0
Willagillespie	1-6	275	.5	0
Willakenzie	K-6	273	.5	0
Willard	K-6	307	1.0	0
TOTAL		9,368	27.9	.5

Projections for the 1976-77 school year indicate an estimated 1.5% increase in elementary enrollment.

EUGENE PUBLIC SCHOOLS
School District No. 4J, Lane County
Eugene, Oregon

ELEMENTARY PHYSICAL EDUCATION
(General Fund Budget)
1976-77

REGULAR PROGRAM

(A) Certificated Salaries:	$326,496.00	
(B) Employee Benefits:	65,144.00	
(C) Instruction Services:	25,000.00	
(D) Supplies:	5,963.00	(1)
(E) Noncertificated Salaries (Bus Drivers):	5,000.00	
(F) Vehicle Supplies:	5,000.00	
(G) Equipment:	10,377.00	
TOTAL REGULAR PROGRAM	$442,980.00	

(1) Estimate - Based on a teacher percentage.

BUDGET WORKBOOK PAGES

(A) 2
(B) 8
(C) 9
(D) 13
(E) 267
(F) 279

Prepared by: Charles Hamby
Business Services Administrator

February 27, 1976

Preventive Team

The Preventive Team is an inter-agency (police, school, courts) cooperative effort to prevent social adjustment problems of youth which may lead to juvenile delinquency.

Law

There is no Oregon statute which specifically mandates that a school district have a "preventive team". ORS 336.067, Conduct of Schools Generally: Instruction in Ethics and Morality, as amended and effective June 30, 1975, reads;

> (1) in public school special emphasis shall be given to instruction in: (a) honesty, morality, courtesy, obedience to law, respect for the national flag, the constitution of the United States and the constitution of the State of Oregon, respect for the parents and the home, the dignity and necessity of honest labor, and other lessons which tend to promote and develop an upright and desirable citizenry.

The revised Minimum State Standards (adopted by the State Board in December, 1974), which are primarily used as a means for qualifying school districts for state school funds, mandate that a district have instructional and support programs "which maximize opportunities for all students to understand and develop positive self-concepts, move through individual levels of development, cope with their environment, develop positive life-career goals, and have access to adequate health services." (Elementary-Secondary Guide for Oregon Schools, pre-publication draft, May 1975, p. I-24). These services are described collectively as "pupil personnel services" in the revised state minimum standards.

Client

Elementary, junior high school, and high school students in the Churchill and North Eugene regions. Other clients are parents, teachers, administrators, counselors, the juvenile court, the law enforcement agencies, and other social-community agencies and groups. It is roughly estimated that as many as 120 stuuents per week have direct contact with each team through classroom and group sessions, referrals and/or individual conferences. This is expected to remain the same for the '76-'77 school year as it has the past two years (1974-76).

Staff

(2) 1.0 counselors, one on each preventive team, are school district funded. The other team members work in the schools but are funded by their respective agencies (i.e., Lane County Juvenile Department, two counselors; Lane County Sheriff's Department, one juvenile officer; Eugene Police Department, one juvenile officer). The two District 4J teams maintain communication with the three other Lane County Preventive Teams.

Administrators

Director of Educational Services, District 4J. Approximately 1% of the Director's time is allocated to this program.

Objectives and Methods '76-'77

The teams have identified the following sets of objectives and activities:

--To increase people's awareness of forces that create personal and social pressures.
  Classroom presentations and group process activities with students.
  Exploration of alternative methods of assisting young people with their social adjustment problems.

--To assist young persons in developing the coping skills and decision-making skills necessary for survival in an increasingly complex world.
  Individual and group counseling with students exhibiting adjustment problems in school; job development.

--To increase adult understanding of developmental and social adjustment problems of youth.
  Teacher Inservice and consultation (upon request, the team will conduct workshops for teachers to improve their communication skills, ability to express themselves, problem-solving techniques and their overall sensitivity to the needs of their students).
  Parent Education (regular classes are conducted).
  Alternative education exploration.
  Contacts with parents of youths exhibiting problematic behavior.

--To increase the visibility and "positive assistance nature" of law enforcement and juvenile corrections personnel within the schools.
  Information regarding laws relating to youths.
  Case staffing consultation.
  Investigation of crimes committed by and against youth.
  Support system for families whose children are involved with the juvenile court and law enforcement agencies.
  Communication with other law enforcement officers working with youth.
  Coordination of activities of school, court, and police as they pertain to individual young people.

--To analyze the systems within which youth must function, and to facilitate positive changes within those systems.
  Assistance to school personnel in early detection and remediation of problematic behavior.
  Curriculum planning.

--To foster interagency communication and coordination in the resolution of youth adjustment problems.
  Community service involvement (e.g., working closely with the Comprehensive Mental Health Planning Board, Family Counseling Services, Children's Committee of Lane County, Community Mental Health Center, etc.).
  Communication link between schools and community service agencies.

During '75-'76, advisory boards have been created to assist the teams in the prioritization of activities and the evaluation process itself. It is expected that this will continue during '76-'77 too. The program is evaluated formally and informally by students, teachers, and building principals. A quarterly evaluation report is prepared for the federal government, and the County Juvenile Department conducts evaluations of the program, particularly county-wide.

Resources

One preventive team was begun in 1971, and the other in 1973. Federal reimbursement declines each year of a team's existence until there is no reimbursement. Neither team is scheduled to be reimbursed in '76-'77.

Significant Change in Program Focus
None

Budget

	'74-'75*	'75-'76	'76-'77
Salaries		(2) $24,387.00	
Fixed Charges		3,658.00	
Fringe Benefits		808.00	
Supplies		460.00	
Teachers' in-District Transportation		1,152.00	
		$30,465.00	
Federal Reimbursement		-14,632.20	
Net Cost to the District		$15,832.80	

* These figures were not pulled out in '74-'75.

EUGENE PUBLIC SCHOOLS
School District No. 4J, Lane County
Eugene, Oregon

PREVENTIVE TEAM
(General Fund Budget)
1976-77

REGULAR PROGRAM

(A) Certificated Salaries:	$29,618.00
(B) Employee Benefits:	5,523.00
(C) In-District Travel:	1,508.00
(D) Postage:	60.00
(E) Supplies:	200.00
TOTAL REGULAR PROGRAM	$36,090.00

BUDGET WORKBOOK PAGES

(A) 101
(B) 104
(C) 105
(D) 106
(E) 107

Prepared by: Charles Hamby
Business Services Administrator

February 23, 1976

Elementary Reading Specialist Program #29

Elementary Reading Specialists provide for the special reading needs of elementary students by acting as a resource to teachers, and by working directly with children with learning problems.

Law

SB 157, in effect now, provides for the development and operation of special educational programs for the handicapped, who include, among others, children with extreme learning problems and children with learning difficulties. Parental consent is a requirement for all placement and parents may now request special education. Certification at the district level, by a qualified educational authority is a requirement for reimbursement. A payment formula of 30% for most expenditures plus Basic School Support Fund monies is provided. Reimbursable items can now include diagnosis and certification costs and coordinators of volunteers and trainers of volunteers for the handicapped.

Administrative Rule 22-185 effective 12/15/75 Rules for Reimbursement of Instructional Services to the Handicapped A.1. (Salaries and fixed charges of) Certified teachers of children determined eligible for special education.....(includes Extreme Learning Problems). The definition is: Qualified Teachers (including substitutes) of Handicapped Children shall be defined as those professional special education personnel who meet the certification requirements defined by OAR 32.034, who teach eligible handicapped children which is appropriate to the level and endorsement of their teaching credential.

State Department of Education Administrative Rule 22-190, being drafted, effective January 23, 1976 will define the Learning Disabled child as one who, for some physical, mental, social reason or a combination thereof, is at least one year behind his classmates in grades 1-3 or two or more years behind in grades 4-12 in one or more subject areas (reading, math, spelling, writing). It includes children described as extreme learning problems.

Clients

Elementary teachers and elementary students. Each Reading Specialist acts as a resource to the elementary teachers in his/her building(s) and works directly with students with severe reading problems. No increase is expected.

Staff

(26) 20.3 FTE

There are 28 schools covered either full-time or half-time by a Reading Specialist. There is no individual designated as a Reading Specialist at Magladry, Edison, or Condon. The Personnel Office and the Business Office do not designate position titles in the same way because of the 1975 Staffing Plan. The 26 people listed by the Personnel Office was updated and corrected by the Regional Directors. These 26 people are listed as Elementary School teachers (22) and Elementary Counselors (4) by the Business Office. The Reading Specialists with Extreme Learning Problem certification have been called Reading Specialists (20) and are confused about the six (6) other people, who may or may not be working on certification being put in this category as well. Because of the above problems, RD&E does not feel there is a clear definition of who is and who is not a Reading Specialist.

For description purposes, the 26 people designated as Reading Specialists work in the following way: 10 full-time at one school each; 4 full-time at two schools each; 1 person working four days a week in reading at one school; 11 half-time at one school.

A full-time Reading Specialist sees between 35 and 80 students per day, depending upon the size of the school and the number of volunteers available (see Resources).

It is not known how staff will be utilized in '76-'77.

Administration
The School principal.

Objectives and Methods '76-'77

--The Elementary Reading Specialist will serve as a resource to classroom teachers.

At the beginning of each school year, diagnostic reading tests are administered. In some schools, all students are given a timed reading test as a preliminary diagnostic test, with other diagnostic tests given to those who read below the expected level. In other schools, students are given diagnostic tests at the request of the classroom teacher. Generally, students with reading problems are known from previous years, and all new students are tested during their first week at school. Results from the District 4J Reading Scope and Sequence Diagnostic Test are also used to single out students with particular reading problems. arrangements are then made for students with severe reading problems to meet with the Reading Specialist (see Objective B). The Reading Specialist assists the teachers in setting up reading programs for the majority of students who might remain in their own classroom, or exchange classrooms in order to work with other students at their own reading level. Some schools use back-to-back programs, in which half the students remain in the classroom for reading while the other half leaves for another activity, such as P.E., and then an exchange is made. Accommodations are made for students who can benefit from enrichment activities.

The Reading Specialists also assist the teachers by evaluating pupils' progress when requested, by consulting with parents, in providing language arts consultant and inservice help in all areas of the curriculum, and in evaluating materials to be used in the elementary curriculum. These responsibilities are continuing ones throughout the school year.

--The Elementary Reading Specialist gives direct assistance to children with extreme learning difficulties.

Severe reading problems are diagnosed and individual programs described at the beginning of each school year, and diagnostic tests are given periodically throughout the year in order to evaluate progress. The Reading Specialist works with small groups of students with severe reading problems in the regular classroom setting or in a reading room, depending upon which setting the specialist perceives as being in the best interests of the individual students concerned. The size of a group in the reading laboratory varies from approximately 3 to 15 students at a time. Each student has an individually-prescribed program, and receives assistance on a one-to-one basis during each session. In most cases, volunteer aides are available, and they must be trained, and their work with students is closely supervised by the Reading Specialist.

At the beginning of each school year, each Reading Specialist specifies his/her goals and objectives for the reading programs in the schools with which he/she is associated. These are on file with the principals.

Resources
Title I funds are used for this program. The District is reimbursed for eight people or 4.5 FTE. There are also aides paid from Title I funds.

Other sources include diagnostic and prescriptive reading tests, both published and 4J tests prepared to accompany the District Reading Scope and Sequence;

various materials from the Central Office, Teacher Center, and Lane IED. Parents, ESCAPE students from the University of Oregon, peer tutors, senior citizens, cadets from high schools, and Volunteer Services.

Significant Change in Program Focus

Until January, 1974, the Elementary Reading Specialist Program personnel met on a district-wide basis with the Language Arts coordinator. In '75-'76, there are regional council meetings monthly involving Elementary and Secondary Reading Teachers. Regional convenors or facilitators are also granted release time to be a resource to the schools.

The Reading Specialists who have ELP certification are trained to assist children with all extreme learning problems, defined by Congress in 1969 as "those children who have a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which disorder may manifest itself in imperfectability to listen, think, speak, read, write, spell, or do mathematical calculations."

Budget

	'74-'75	'75-'76	'76-'77
Teachers Salaires (17)	$232,030.00*	$220,184.00	
Fixed Charges		33,028.00	
Fringe Benefits		6,871.00	
In-District Travel		3,024.00	
Audio-Visual Aids		785.00	
TOTAL		$263,892.00	
State Reimbursement		-55,046.00	
Cost to District		$208,846.00	

* In 1974-75, there was no program budget separated out for Elementary Reading Specialists and consequently we did not obtain a complete list of figures for '74-'75. The Personnel Office supplied the teacher salary figure for that year as $220,981.00 and a negotiated increase of 5% was added later to bring the figure to $232,030.

EUGENE PUBLIC SCHOOLS
School District No. 4J, Lane County
Eugene, Oregon

ELEMENTARY READING SPECIALISTS
(General Fund Budget)
1976-77

REGULAR PROGRAM

(A) Certificated Salaries:	$248,979.00
(B) Employee Benefits:	45,473.00
(C) Supplies:	1,080.00
(D) Equipment:	1,447.00
(E) Postage:	24.00
(F) In-District Travel:	1,584.00
TOTAL REGULAR PROGRAM	$298,587.00

OVER AND ABOVE REQUESTS

(G) Equipment:	1,362.00
(H) Programs for Pupils with Learning Disabilities:	211,567.00 (1)
TOTAL OVER AND ABOVE REQUESTS	$212,929.00
Total Costs	$511,516.00

(1) These programs are not specifically identified. Some of the programs would probably be for students with reading problems.

BUDGET WORKBOOK PAGES

(A) 2
(B) 8
(C) 96
(D) 96
(E) 96
(F) 11
(G) 96a
(H) 961

Prepared by: Charles Hamby
Business Services Administrator

February 25, 1976

School-to-School — The School-to-School program has been dropped

American elementary and secondary International Schools abroad seek to provide for the education of dependent children of Americans living abroad and to strengthen understanding between the people of the United States and the people of other countries.

Law

There is no Oregon statute that mandates a school district to participate in the school-to-school program. In April, 1970, the Intetnational School Board of Directors and the Eugene Public Schools approved and adopted the "Chile-Oregon Program." Any change in choice of host schools or district participation must go through the Office of Overseas Schools, Office of the Deputy Undersecretary of State for Administration, Washington, D.C.

Clients

Eugene administrators, teachers and students; and Santiago administrators, teachers and students.

There are over 60 pairings of U.S. and International Schools. District 4J is paired with the International School Nido de Aguilas (the Eagle's Nest) in Santiago, Chile. 589 students attend the school, K-12. 121 are U.S. citizens, 385 are Chileans and 83 are students of other nationalities. There are 47 full-time and six part-time faculty members which include 16 U.S. citizens, 35 Chileans and three persons of other nationalities. These figures are expected to remain approximately the same for 1976-77.

Staff

No paid staff. The Media Services Coordinator for 4J orders books and material for the International School at their request. No other 4J staff members are involved in this program at present. Approximately 11 Chilean teachers and administrators and 11 Eugene teachers and administrators have participated in three-week exchange programs since the program began. No change is expected in '76-'77 with regard to staff.

Administrators

There is joint administration between the Office of Overseas Schools and the American Association of School Administrators. The contact person for District 4J is Vernon W. Smith. In Santiago, it is the Headmaster of the school, Robert D. Iannuzzelli. No change is expected in '76-'77 with regard to administrators.

Objectives and Methods '76-'77

Mr. Smith states that in converstions with R.D. Iannuzzelli, the following objectives have been developed for '76-'77:

--Students will participate in a summer exchange program; Nido students will be in Eugene during our winter months and Eugene students will be in Santiago during our summer months when school is in session there.

It is expected that participants will experience cultural enrichment and cross-cultural understanding through their activities in host country schools and families. Students will be exchanged during winter 1977 and summer 1977. It will be observable that the trips have taken place, but will be difficult to measure whether or not the expectations have been met.

--There will be ongoing exchange of resource material to maintain high quality educational opportunities for children of Americans working in Santiago and to provide accurate, up-to-date information on Chile to Eugene students.

Given continued support for the program by all those involved; books, audiovisual techniques and equipment, the latest in curriculum development methodology and technology (such as the introduction of the inquiry method of teaching, which supplements rote memorization) will continue to be exchanged. The Physical Education department will continue to be updated with the purchase of equipment and the introduction of new sports to Nido. Key instructional people and the recruitment of faculty will be part of this resource exchange objective.

Resource exchange will take place within a reasonable period of time from the initial request. Evaluation will continue to take the form of reports that have been sent to the Office of Overseas Schools. Mr. Smith does not retain copies of these reports. For an evaluation of the resource exchange objective prior to '76-'77, Mr. Iannuzzelli states in a letter (August 28, 1974) that the "Nido Administrative Council revealed a recognition of its (the program's) worth in terms of providing our school the services of specialists, consultants and curriculum materials. Especially appreciated was the opportunity given to members of our staff who are not American, to observe their colleagues in the U.S. working in an American setting using American methods."

Thomas W. Payzant, in a reply (September 5, 1974) also expresses the belief that "there has been better understanding, certainly from a cultural standpoint, for many of our students and teachers in this area."

Resources

The Office of Overseas Schools provides the bulk of the funds for this program ($80,000). It is expected that the stateside school (4J) will make an annual investment of at least $2,500 to gain the maximum benefits from participation in this program ($500 administrative fee, $1,000 materials and $1,000 teacher inservice).*

Significant Change in Program Focus

Prior focus has been on administrator and teacher exchange. Focus is changing to emphasize student exchange in the '76-'77 objectives.

Budget - 4J

	'73-'74	'74-'75	'75-'76	'76-'77
Regular program	$3,500.00	$3,637.65	$3,777.00	
--amount spent***	5,926.24	175.20		

* From page 29, Developing School-to-School Projects, undated publication of the American Association of School Administrators, 1201 16th St. N.W., Washington, D.C.

** Figures for '73-'74 are included here to show the most active year for this program.

*** Amount spent is included in this program because it was easily obtainable and significant to a description of this program. $5,926.24 is the salary of a part-time elementary level Spanish specialist on exchange to Eugene, and part of the salary of an American librarian on exchange to Chile. In '74-'75, no teachers were exchanged, and costs are telephone charges during that school year.

EUGENE PUBLIC SCHOOLS
School District No. 4J, Lane County
Eugene, Oregon

SCHOOL TO SCHOOL PROGRAM
(General Fund Budget)
1976-77

The School to School Program has been dropped from the 1976-77 budget.

1975-76 Budgeted Cost	$3,777.00

Prepared by: Charles Hamby
Business Services Administrator

February 16, 1976

Social Workers and Psychologists SOCIAL WORKERS

For description purposes we are separating these two areas. Social workers are responsible for making home visits, referring clients to appropriate agencies, developing treatment plans, and providing consultation and preventive staffing meetings to school personnel.

Law
There is no specific legal mandate or authority relating to the use of social workers by school districts.

Client
Approximately 600 elementary, junior high and senior high school students. Teachers and parents.
These students exhibit non-attending behaviors and/or severe inappropriate school behaviors (e.g., acting out, withdrawn). Such problems may cause difficulties in the school, home and community. There should be an increase in '76-'77 in students needing this assistance due to economic conditions and an increase in single-parent families.

Staff
The program began with 2.0 FTE certified staff in 1963 and has functioned with 2.5 FTE from 1971 to the present. They have .33 time of one secretary and .25 time of another. Social Worker's time is spent in the following manner:

30 hours - transportation, visits, telephone calls (average: four collateral calls per student)
4½ hours - school meetings
4 hours - community agency meetings
1½ hours - mini-team meetings

No change is anticipated in '76-'77.

Administrators
The Social Worker Program is responsible to the Director of Educational Services. He spends approximately one hour per week on work related to this program. No change is anticipated in '76-'77.

Objectives and Methods '76-'77
--By December of 1976, the social workers will respond to 100% of the requests within two weeks by parents and school personnel for assistance with non-attending behaviors, severe inappropriate behaviors, and serious learning problems of students.

Social workers gather and validate information about the student--from interviews with the student, her or his parents, school personnel (teacher, principal, counselor), staff psychologist, and community agency personnel. Social workers develop a written plan which may involve the following:

1. Treating the student--provide counseling to the student and the parents.
2. Offering consultive services to the teacher.
3. Referring the student to an appropriate social service agency.

In a crisis situation where a judgment has been made that a student is dangerous to her or himself or others, social workers intervene within 24 hours, evaluate and begin immediate treatment and/or referral.

Social Workers differ from the Counseling or Psychologist Programs in that they focus on the child in his or her family situation, whereas counselors and psychologists do not ordinarily see students in their living situation.

Social Workers are not associated with any particular school and are sought as an addition to school resources.

--The Social Work Program refers students to appropriate community social service agencies when a school does not have the necessary resources to deal with problematic student behaviors.

Following sufficient interviews to formulate a written plan of referral, the Social Worker will act on 100% of the referrals within two weeks of the initial contact. The worker will receive evaluation of the completion of this objective in the form of verbal communication with the agency accepting the referral. The worker will receive verbal feedback concerning the student's progress from the agency involved. By December 1976, each worker will maintain a filing system which will answer the following questions: (1) Who referred the child to the social worker? (2) What agency receives the referral from the social worker? (3) What evidence is there that the referral was a success?

--By February 1976, the social workers will have written information concerning school and community resources in order to increase its effectiveness as a liaison agency.

To become more aware of school resources, staff members will attend Mini-Clinic meetings, counselor meetings and in-service training sessions. They will read bulletins relative to school programs and maintain a resource file of key school personnel and programs. To increase community awareness, staff will attend resource meetings such as agency staffings, Children's Services Division meetings, and meetings concerned with specific problems (e.g., non-attending behavior).

The program will maintain a file which consists of the following:

1. Content on school and community meetings
2. Data on the number of referrals made to outside agencies
3. Data on contacts made with agency personnel
4. Calendar time data (what is done each hour of the day)
5. A library of resources to help teachers deal with kids

Resources

The program utilizes the following resource agencies for referral of students and parents: Juvenile Court, Children's Services Division, Lane County Mental Health, Family Counseling Service, and other counseling-oriented agencies.

Significant Change in Program Focus

The program is in the process of attempting to decrease remedial functions such as intervention when a situation is almost irreversible. Increased time and effort are being devoted to preventive programs in order to avert crisis situations. Furthermore, social workers are providing teachers with information concerning student self-management skills.

Budget

See Psychologists section for combined program budget, page 5.

Social Workers and Psychologists PSYCHOLOGISTS

The Psychologist Program is responsible for individual testing, special class placement, in-service training and consultation for school personnel. The program provides assistance to school staffs by developing appropriate programs for individual students.

Law
There is no law mandating a psychologist program in the school district.

Clients
The Psychologist Program provides individual assistance to approximately 400 students who exhibit severe academic and social learning difficulties; the problems of an additional 600 students are discussed in conferences and staffing meetings. Students are primarily evaluated by batteries of individual tests, interviews, and direct observations. Parents are interviewed in order to obtain information and discuss results of student evaluation. Also, a parent might receive counseling or be referred to an agency. Two hundred and twenty-three elementary and 81 secondary students were evaluated (tests only) by psychologists in 1974-75; another 96 students were evaluated by means of interviews and direct observations. A slight increase of clients is expected because of the new minimum high school requirements--teachers are becoming more critical of basic skill levels.

Staff
(3) 3.0 FTE certificated (1) .5 FTE non-certificated
This program should be called School Psychologists Program, because they are certified by the State Board of Education; psychologists are licensed by the State Board of Psychological examiners. The program has consisted of 3.0 FTE since September, 1960. Psychologists spend their time each week in the following ways:

1. Evaluation of students--28 hours
2. Consultation (school staffing meetings and conferences)--10 hours
3. Meeting and workshops in non-academic settings--2 hours

In addition, work is done with (1) the Willakenzie Learning Resource Center to perform diagnoses and plan programs of educationally handicapped, educable, mentally retarded, and extreme learning problem children, and (2) the Satellite Evaluation Center, to perform in-depth evaluations of children with learning disabilities. Psychologists utilize one .5 FTE secretary. A need for an increase in staff in '76-'77 is anticipated.

Administrators
The Psychologist Program is responsible to the Director of Educational Services. He spends approximately one hour per week on work related to the program. No change is expected in '76-'77.

Objectives and Methods '76-'77
--The Psychologist Program will provide students, parents, school personnel and consultants with verbal and written information which will help them to meet the needs of students who exhibit learning, behavioral and emotional difficulties.

A psychologist will determine a student's needs by utilizing tests, interviews, and observations. She will provide a written report within approximately six weeks from the time of referral; the time period will vary with time of year, caseload, and nature of the problem. Each report, which will include problem identification and suggested recommendations, will be presented in a school staffing meeting or conference with the student and/or parent. Based on discussion of the report, a school program will be planned which may include such outcomes as special class placement, procedural change within a class, school transfer, tutoring, and referral.

--A psychologist will participate as a member of various guidance teams and serve as a resource person in such areas as child development, evaluation, and preventive education.

A psychologist is a member of school guidance teams which may include a counselor, social worker, principal, nurse, and teachers concerned with a particular student. The group will develop a plan for a student and meet as needed for continuous communication, evaluation, and consideration of preventive measures. A psychologist will also participate on an Educational Services team which includes social workers, preventive team members, the Coordinator of nurses, and the Facilitator of Programs for Physically Handicapped Children.

--The Psychologist Program will provide consultation to school personnel, parents, and students in the following ways;

1. offering support
2. identifying problems
3. clarifying problems
4. suggesting possible solutions

Consultation will be provided in school staffing meetings and conferences with both individuals and varied combinations of people.

--Psychologists will update their knowledge in order to increase their effectiveness of problem identification and problem solving.

Psychologists will exchange ideas with professionals in settings outside the school system. They will participate in conferences, workshops and professional organizations (e.g., Oregon School Psychologist Association).

--Given an additional 1.0 FTE, psychologists want to spend more time performing the following functions;

1. conducting follow-up studies
2. finding applicable research information
3. facilitating ongoing groups
4. providing in-service training
5. encouraging teachers to gather data on students

Resources

See Social Work Program

Significant Change in Program Focus

There has been a change in services performed by psychologists since the kindergarten program was instituted. Psychologists are now involved in testing for the Flexible Admissions Program in which children who become five years of age between November 16 and December 31 may be admitted to kindergarten. Students are ordinarily eligible if they become five before November 16. In the past, testing was for first grade only.

Budget

	'74-'75	'75-'76	'76-'77
Salaries			
Social Workers (2.75)	$27,722.00	$34,128.00	
Psychologists (3.0)	43,720.00	47,624.00	
Clerical (.5)	7,584.00	4,002.00*	
TOTAL SALARIES	$79,026.00	$85,754.00	
Fixed charges	11,854.00	12,863.00	
Fringe Benefits	2,371.00	2,627.00	
Tests & Testing Materials (Psychologists)	375.00	432.00	
In-District Transportation	2,991.00	2,709.00	
Supplies	540.00	600.00	
TOTAL REGULAR PROGRAM	$97,157.00	$104,985.00	

* Budget Workbook figures for '75-'76 show only a .5 clerical position for the entire program. From what we were able to ascertain .98 secretarial time more closely reflects costs for this program.

EUGENE PUBLIC SCHOOLS
School District No. 4J, Lane County
Eugene, Oregon

SOCIAL WORKERS AND PSYCHOLOGISTS
(General Fund Budget)
1976-77

REGULAR PROGRAM

	Social Workers	Psychologists	Total
(A) Certificated Salaries:	$40,724.00	$47,727.00	$ 88,451.00
(B) Noncertificated Salaries:	1,915.00	3,831.00	5,746.00
(C) Employee Benefits:	8,176.00	10,425.00	18,601.00
(D) In-District Travel:	2,706.00	1,654.00	4,360.00
(E) Postage:	83.00	66.00	149.00
(F) Supplies:	300.00	675.00	975.00
TOTAL REGULAR PROGRAM	$53,904.00	$64,378.00	$118,282.00

OVER AND ABOVE REQUESTS

(G) Certificated Salaries:	--	14,809.00	14,809.00
(H) Employee Benefits:	--	2,760.00	2,760.00
(I) Instructional Improvement Program	--	8,000.00	8,000.00
TOTAL OVER AND ABOVE REQUESTS	$ --	$25,569.00	$ 25,569.00
TOTAL COSTS	$53,904.00	$89,947.00	$143,851.00

BUDGET WORKBOOK PAGES

(A)	99,126	(F)	99,131
(B)	99,127	(G)	125a
(C)	99,128	(H)	125a
(D)	99,129	(I)	125a
(E)	99,130		

Prepared by: Charles Hamby
Business Services Administrator

February 24, 1976

Student Fees

Unlike other program descriptions, this program is not funded by public funds. Rather, it is a listing of money collected from students for certain classes.

Law

ORS SB 779, Chapter 508

Section 1. (1) No public elementary or secondary school shall require payment of fees as a condition of admission to those pupils entitled under the law to free admission. There is no formal process for fee waiver. Collection policies vary among schools. Generally, schools send students one or two notices of fees owed, then schools either cease or continue billing. However, the following are not considered as conditions of admission:

(a) Pursuant to ORS 336.165, but subject to Section 2 of this Act, tuition may be charged for courses not part of the regular school program.

(b) Pursuant to ORS 337.150, a charge may be made for textbooks for grades 9 through 12, but textbooks must be loaned without charge to indigent pupils.

(c) A fee may be charged for a lock and hasp for a locker.

(2) A district school board may require pupils who do not furnish their own attire for physical education classes to pay an appropriate fee for uniforms provided by the district. (3) A district school board may require pupils who do not provide appropriate towels for physical education classes to pay a fee for use of towels provided by the district.

Section 2. Notwithstanding ORS 336.165, no public elementary or secondary school shall require tuition for courses not part of the regular school program from a pupil who is a member of a low-income family in an amount in excess of what the low-income family may receive as money specifically to be used for payment of such fees. (1) As used in this section, "low-income family" means a family whose children qualify for free or reduced price school meals under the federal lunch program, including but not limited to the National School Lunch Act and the Child Nutrition Act of 1966, and all their subsequent amendments. (2) A family that does not qualify for free or reduced price school lunches but believes the payment of school fees is a severe hardship may request the school board to waive the payment of such fees.

Proposed Board Policy #5650.4 Incidental Student Fees is in line with the above.

Client

Secondary students are at the same time the suppliers of the funds in this program and the receivers of the benefits that the extra funds provide. The District allots a certain amount to these departments (Arts and Crafts, Vocational Education, Industrial Arts, and Home Economics) for supplies. This allocation covers the basics for a program. Student fees expand supplies to make a wider variety of projects possible.

Staff

There is no budgeted staff for this program. Teachers or secretaries collect the fees from the students.

Administrators
There are no administrators budgeted for this program.

Objectives and Methods '76-'77
--Student fees raise funds for additional supplies to make possible a wider variety of projects within the areas of industrial arts, vocational education, arts and crafts, and home economics. Table I cites ranges of fees in the secondary schools. Blanks under the headings "Business Education" and "Home Economics" indicate that there are no classes which require a fee or that students supply their own materials.

TABLE I

Schools	Business Education	Arts & Crafts	Industrial Arts & Vocational Education	Home Economics
North Region				
North Eugene H.S.	$.037-.039/day	$.056/day	$.022-.056/day	
Kelly J.H.		$.034/day	$.034/day	
Madison J.H.		$.034/day	$.034/day	
South Region				
South Eugene H.S.	$.022-.045/day	$.056/day	$.045-.056/day	$.135/day
Roosevelt J.H.		$.022-.112/day	$.022-.112/day	
Spencer Butte J.H.		$.034/day	$.034/day	
Churchill Region				
Churchill H.S.		$.059/day	$.022-.112/day	$.051-.084/day
Jefferson J.H.		$.038/day	$.038/day	
Kennedy J.H.		$.038/day	$.038/day	$.034/day
Sheldon Region				
Sheldon H.S.		$.067-.101/day	$.017-.135/day	$.056/day
Monroe J.H.		$.034/day	$.034/day	
Cal Young J.H.		$.034-.067/day		$.034-.067/day

1 quarter = average of 44.5 days
1 semester - average of 89 days
1 term - average of 59.3 days

Towel fees in the secondary schools range from $3.50-$5.00 per year.

Student fees often go for items made in class and taken home. However, this is not always the case. Fees charged in Home Economics classes buy groceries used in food preparation in class. In some Industrial Arts and Vocational Education classes, fees cover supplies used only in class. For example, in one metalworking class, the fee buys oxygen and acetylene used in welding and soldering. Students also buy the metal used in the class. In the case of a construction class, a $5.00 fee may go toward the cost of the wood the student uses in the class. If the student uses $20.00 in materials, he/she then owes an additional $15.00.

Likewise, if the student uses only $3.00 in materials, he/she receives a $2.00 refund.

At this time, it is not possible to determine the extent to which fees may discourage participation of a student in a particular course. Fees are different at each school and without an analysis of the socio-economic status of students at each school, it would be difficult to show that a fee is or is not excessive for a student.

Resources

Not applicable to this program.

Significant Changes in Program Focus

Though costs of materials are rising and fees may have to be raised in the future, there are no significant changes in student fees in the past few years.

Budget

Student fees in general fund budget:	'74-'75*	'75-'76	'76-'77
Homemaking			
Junior High	$138.00		
Senior High	595.00	$1,606.00	
Arts and Crafts			
Junior High	11,211.00	9,817.00	
Senior High	6,651.00	7,391.00	
Industrial Arts			
Junior High	12,301.00	10,638.00	
Senior High	5,320.00	6,864.00	
Vocational Education			
Senior High	3,265.00	4,140.00	
Total Fees in General Fund Budget:	$39,481.00	$40,456.00	
Student fees in Resource Section		35,000.00	
Towel Fees (accounted for in school's accounting system)			
Junior High		16,723.00	
Senior High		11,697.00	
Total towel fees		$28,420.00	

*Program budget figures are available from data processing. They were not separated out in the '74-'75 Budget Workbook.

EUGENE PUBLIC SCHOOLS
School District No. 4J, Lane County
Eugene, Oregon

STUDENT FEES
(General Fund Budget)
1976-77

The Student Fees have been dropped from the 1976-77 budget.

1975-76 Budgeted Fees (Expenditure Section)	$40,456.00
1975-76 Budgeted Fees (Resource Section)	$35,000.00

Prepared by: Charles Hamby
Business Services Administrator

February 16, 1976

Special Education EMR

Special classes are provided by Eugene District 4J for educable mentally retarded children whose IQ scores are between 50 and 70. Students are initially referred by the classroom teacher and parent permission obtained for testing. Then IQ and other tests are carefully administered and results examined by a psychologist to rule out factors other than retardation which may depress the IQ score. In addition, a physical exam and developmental history of the child are required. Written parent permission is then obtained before placement in a special class.

Law

ORS Chapter 343 governs special education activities. The main features as they apply to local school districts are:

Subject to approval to the Superintendent of Public Instruction, the district school board of a district in which there are children under 21 years of age who require special education shall provide special education for such children as part of the district's educational program and/or contract for the instruction to other school districts and/or use clinical services of public agencies which provide psychiatric services for children. "Special Education" includes special instruction for handicapped children in or in addition to regular classes, special classes, special schools, special services, home instruction, and hospital instruction.

Senate Bill 157, in effect beginning September 13, 1975, will supercede and amend many of the sections of ORS Chapter 343: (1) "Handicapped children" will now include all persons under 21 years of age who require special education in order to obtain the education of which they are capable because of mental, physical, emotional or learning problems. These groups include the following catagories: educationally handicapped, mentally retarded, socially or emotionally maladjusted, emotionally handicapped, blind, partially sighted, deaf, hard of hearing, speech defective, physically handicapped or chronically ill, extreme learning problems, learning disabilities, or individual who are pregnant; (2) parental consent is a requirement for enrollment in all special education programs; (3) school districts shall provide special education for handicapped children and may contract with other school districts or intermediate education districts; may contract with private agencies or organizations approved by the State Board of Education for Special Education; may use the clinical services of public agencies which provide diagnostic and evaluation services for children; (4) with the exception of the blind and deaf regional programs and the Easter Seal and Treatment Center instructional program (all reimbursed 100%), the State Department will reimburse the district, in addition to Basic School Support, 30% of the approved cost of providing special education for the school year for which reimbursement is claimed, or its equal prorated share of funds available; (5) district shall submit by June 30 to the State Department an estimate of costs for special education for the following year and submit a claim on or before October 1 following the clost of the school year for costs of operation and administration of special education.

Client

At the elementary level, 67-76 students are enrolled in special classes that are grouped by primary, upper primary, and intermediate levels in five classrooms

at various schools in the district. (Willakenzie classroom enrolls students from all grades, 1 through 6). Maximum student-teacher ratio must not exceed one teacher to 15 students.

At the junior high level, one school, Roosevelt, currently conducts special classes for students from throughout the district and enrolls about 40 to 50 students each year. While there is no minimum class size stipulated by the State, the maximum class size is 15-18 students.

At the senior high level, one school, Sheldon, currently conducts special classes for students from throughout the District and enrolls about 35-45 students each year. (Several students attend regular school classes at the other high schools). Maximum class size is 15-18 students.

Staff

Elementary:

(5) 1.0 FTE teachers
(1) 1.0 FTE resource teacher who works at Patterson school with students who are legally EMR but in the regular classroom and with students with learning problems.

Student-teacher ratio is one teacher to 13-15 students

Junior High:

(4) 1.0 FTE teachers. Student-teacher ratio of one teacher to 10-12 students.

Senior High:

(1) .6 FTE teacher
(1) .4 FTE teacher
(2) 1.0 FTE teachers
(1) .75 FTE Work Coordinator who coordinates work placements for students in the community.

Student-teacher ratio of one teacher to 10-15 students.

Other:

(1) 1.0 FTE itinerant teacher who consults with special class elementary students and junior and senior high EMR regular class students and teachers; and works daily with EMR students in two Elementary Schools.

Administrators

Elementary: The district's Special Education Coordinator is responsible for administration for the entire EMR program--elementary, junior and senior high levels. 40% of that position is spent administering this program.

Junior High: In addition, one of the teachers acts as department chairperson and spends approximately 30% to 40% time in handling student discipline problems, preparing and reviewing budget and business matters, screening new students, reviewing student programs with parents, and coordinating curriculum. The school principal evaluates all teachers in the program.

Senior High: In addition, one teacher acts as department head and spends approximately 30% time in attending twice-monthly school department chairman-teachers meetings, evaluating teachers in the program, and handling department business and budget matters.

Objectives and Methods '76-'77

The program objectives listed below are those contained in the curriculum for Educable Mentally Retarded students from primary through high school. Goals are on a developmental continuum meeting the students' mental, physical and emotional levels.

--To bring each pupil up to his individual potential in Basic Skills (language, reading, mathematics): individual prescriptive programs and group instruction.
--To present a curriculum which promotes Personal and Social Awareness contributing to understanding and accepting oneself and getting along with other people: individual and group experience to improve interaction with people in the students' environment.
--To prepare students to Live in the Environment: presentation of daily living skills so they can manage their affairs at home, in the school, and in the community.
--To develop habits, attitudes, and skills needed for Career Education: and with attention given to orientation to the working world, and performance related to in-school and out-of-school work placement and career exploration.
--To improve the physical well-being of the student: curriculum involving areas of Human Ecology (health, physical education, family living and safety).
--To help students be aware of, select, plan, enjoy, and participate in Leisure Time Activities: a variety of activities in and out of school.

The Willakenzie program is part of a learning Resource Center serving elementary-aged children in the Sheldon region who have special academic, social and/or emotional needs. Besides the teacher for educable mentally retarded, the center includes a teacher for extreme learning problems, a teacher for emotionally handicapped, and other full- or part-time professionals--school psychologist, school social worker, counselor, nurse, principal, classroom teachers, speech therapist, teaching aides and volunteers. This team works together when appropriate on parent conferences, inservice for staff, refining referral procedures, treatment, reintegration, and evaluation, conducts weekly team meetings, provides follow-up on students, and public relations. This center originally applied for $66,000 in Federal Title IV funds for implementation of the plan and evaluation, but funds were not obtained. The grant application will be resubmitted; continuation of the center without additional funds, mainly to hire more aides, may not be feasible.

Junior High: Although objectives have not been written for the '76-'77 year, the following department goals for '75-'76 are not expected to change significantly. These goals are reviewed by the principal each year:

--To develop a balanced curriculum that will provide an opportunity for each individual to develop to their greatest potential: each student is required to take reading and math classes and one P.E. class per year. Other courses, either special or regular school classes, are elected by the student; if student academic progress or behavior is not satisfactory, this choice is forfeited. The staff continuously re-evaluates the special classes offered to assure that student needs are met.

--To provide the opportunity for each student to mainstream in regular classes at the school when it fits their needs and interests; currently, about half of the special class students are enrolled in at least one regular class.
--To provide the opportunity for regular students with special needs to enroll in special education classes: currently, about two to three percent of the regular students at Roosevelt participate in special classes; permission and counseling from the staff is required before enrollment.
--To provide special education teachers an opportunity to mainstream by teaching classes in the regular Roosevelt curriculum. Each quarter one of the four special education staff teaches a regular class (social studies, art, science, P.E.) for one to two periods a day. Intent is to facilitate the mainstreaming process so that special teachers are accepted by regular students.

In addition, detailed behavioral objectives have been written for each individual course in the special education program.

Senior High: Although the department has not written objectives, the program has followed the Oregon State Department's guide, "Towards Competency" for the last two years. This guide, prepared by special education professionals throughout the state, including Eugene district personnel, is organized to provide individualized instruction to students. The guide is used to pre-assess student skills, select appropriate curriculum to meet individual needs, establish criteria to measure student performance on each sub-goal, plan instruction, and finally measure and record student performance. The sub-goals and skills included in the guide number over 1,000; however, the general areas from the guide and corresponding curriculum at Sheldon are listed below:
--Basic Skills: A six-semester course in "Basic Skills" is offered, covering essential skills and concepts in language, reading, and mathematics.
--Personal and Social Awareness: a six-semester course, "Social and Vocational Skills" includes habits, attitudes, career exploration, and skills required for occupational success. A three-semester hour course, "Laboratory Activities", develops practical skills in use of tools, machines, appliances in food preparation, making clothes, home maintenance, woodworking, crafts, and drivers' education. A 12-semester course, "Work Experience", which enables students to participate in work situations in the community which will help them gain pre-vocational skills and lead toward independence in finding and holding jobs. State Vocational Rehabilitation counselors and staff members provide guidance.
--Leisure Time Activities: A four-semester hour course, "Leisure Skills", helps students to learn planning, selecting, enjoying, and participating in recreation activities (card and table games, outdoor education, public recreational facilities).

Resources
Prior to the '75-'76 year, the District's EMR program was reimbursed by the Oregon State Department of Education for $3,000 per special classroom (size not stipulated) for salaries, $700 per classroom for transportation, and $300 per classroom for supplies, for a total of $4,000 per classroom. New Senate Bill 157 (effective September 13, 1975) will reimburse the District (in addition to basic school support) for up to 30% of all District costs in running the program.

Significant Change in Program Focus

(1) For the '76-'77 year, four 1.0 FTE instructional aides for the elementary program will be requested.

(2) For the '76-'77 year, staff allocations at the elementary level will be rearranged so that one kindergarten EMR class can be initiated at no extra cost. This may be a class for Handicapped children including all handicaps contingent on identifying a population with individual needs to benefit from such a self contained class.

Budget (all levels)

	'74-'75[1]	'75-'76	'76-'77
Certificated salaries		$197,964.00	
Fixed charges		29,694.00	
Fringe benefits		5,658.00	
In-district transportation		1,692.00	
Supplies		4,425.00	
Mass transit transportation		1,800.00	
Student transportation		9,926.00	
Equipment replacement		450.00	
Equipment		664.00	
TOTAL	$248,872.97	$252,273.00	
Reimbursed (claim)	59,963.19		
Cost/pupil to 4J (beyond per capita/ student)	$1,105.00-1,330.00	$1,032.00-1,243.00[2]	

[1] '74-'75 total figure reflects the program costs to 4J. "Reimbursed" is the amount 4J will receive for reimbursement from the State Department. A further breakdown of total costs is available in Educational Services.

[2] Under the new Senate Bill 157, the State Department will reimburse the District up to 30% of program cost. Projecting ahead to '75-'76 reimbursement, if the District is reimbursed for 30% of program cost, the resulting cost/pupil to 4J will range approximately $1,032.00-1,243.00.

Special Education - TMR

Special classes for Lane County trainable mentally retarded children are currently offered at the primary and intermediate levels (grades 1-6) by Eugene School District and at intermediate level (grades 4-6) by Springfield School District 19. Instructional assistants in McKenzie, Oakridge, Triangle Lake, Florence and South Lane districts help regular classroom teachers educate trainable mentally retarded children. Those trainable mentally retarded children who do not attend special classes attend Pearl Buck Center (see Resources section).

Law

See Law section, Educable Mentally Retarded Program #33a. This program is mandated by ORS 343.221, which states that all children under age 21 who need special education are entitled to a program provided by the school district or by agencies contracted by the school district.

Client

Children in the primary class range in age from six to nine and have been diagnosed as trainable mentally retarded (IQ 50 and below). During the '74-'75 year, the first such classroom in the county was established in Eugene district (Condon) enrolling approximately 13 children (nine from 4J) who were screened and referred by the Pearl Buck Center. This enrollment is expected to remain constant.

For the '75-'76 year, an additional class (Parker) of approximately 12 intermediate students (five from 4J), 10-14 age, was added, accepting those children who were referred by their parents. Many students have additional physical, emotional and learning disabilities and their academic and personal skills vary widely (three profoundly retarded children are on toilet and eating solid-food training schedules).

A Springfield intermediate class (Guy Lee) also enrolls 12 students (five from 4J).

Staff

Each of the three classrooms in the Eugene and Springfield district is staffed by a 1.0 FTE certificated teacher (and 1.0 FTE instructional aide) resulting in a teacher-student ratio of one teacher to 12 students (not to exceed 12). The classroom program is heavily dependent on volunteers and work-study students trained by the staff to aid in carrying out individual student programs.

Administrators

The District's Special Education Coordinator is responsible for administration of the program. Approximately five percent of that position is spent administering this program, in attending committee meetings, and support and coordination between Lane IED and 4J personnel. Lane Intermediate Education District is mainly responsible for administration of the program.

Objectives and Methods '76-'77

These public school classrooms for trainable mentally retarded children were started so that students with special handicaps could benefit from the models set by other children in regular classrooms at the same school. The State Mental Health Division has provided the following curriculum objectives. Each

area includes a range of specific skills and progressing to more advanced skills. All areas are listed below with example skills.
--Social skills (knows last name...initiates play with other children).
--Receptive language (responds to verbal cues, etc.).
--Expressive language (initiates sounds...imitates words...uses complete sentences).
--Reading
--Writing (writes own name...copy phrases).
--Number concepts (counts rote...division).
--Money (knows coins...makes change)
--Time (time of day...telling time)
--Eating (chewing...eating independently)
--Dressing (goal is to dress independently)
--Personal hygiene (goal is cleanliness and personal habits as toileting)
--Motor skills (raising head...walking...ball handling)
--Physical fitness (waist bends...curl-ups).

The Mental Health Division provides a detailed Student Progress Record form: (1) each student is evaluated at the beginning of the year on each skill; (2) individual goals are set for each child; (3) individual progress is recorded daily; (4) individual goals are re-evaluated throughout the year using daily progress records. The curriculum is based on two guides, the Teaching Research Guide and the Corvallis guide, and on the activities and materials developed by teachers.

The student progress forms are submitted to the Mental Health Division for evaluation of overall program progress. Teachers are evaluated by (1) classroom observation by the school principal and feedback given to Lane IED; and (2) classroom observation by Lane IED personnel.

Resources
The instructional salaries and supplies for the special classes are paid by Lane IED through funds from the Oregon State Division of Mental Health. Other indirect costs are assumed by 4J (building overhead, school nurse, etc.). School District 4J pays Pearl Buck Center per capita/student for each retarded student from 4J attendance area attending school there.

Significant Change in Program Focus
Beginning January 1976, about 11-12 students at the junior high level who were attending classes at Pearl Buck will begin attending a special classroom at Jefferson Junior High. By March 1976, it is hoped that the students will be fully attending special classes at Jefferson. Under consideration is a preschool program county-wide for the '76-'77 year.

Budget	'74-'75[1]	'75-'76	'76-'77
(Salaries and supplies for special classrooms are paid by Lane Intermediate Education District)			

[1] Budget figures for '74-'75 are available from the Lane Intermediate Education District.

Budget (continued)

	'74-'75	'75-'76	'76-'77
Student transportation (OTHS)		$2,436.00[2]	
Pearl Buck Center		7,448.00[3]	
Total		9,884.00	
Cost/pupil to 4J		249.00[3]	

[2] These funds are 100% reimbursable, 50% from Lane IED and 50% from state funds.

[3] Per capita/student paid to Pearl Buck Center for education of approximately 30 retarded students from the 4J attendance area.

Special Education - Emotionally Handicapped

This program, in existence since 1971, serves children in Eugene District 4J who are socially or emotionally maladjusted to the extent that they cannot make satisfactory progress in the regular school program. An individualized approach is provided through four special classes at the elementary level and one class at the junior high level, all located within regular school buildings.

Law
See Law section, Educable Mentally Retarded program, #33a.

Client
The program serves approximately 80 children per year who range in age from 6 to 14 years of age (grades 1-9). Children who are in the program have exhibited such severe behavior problems of an aggressive or withdrawn nature (disrupting class, aggression, hostility to teachers and peers, refusing to follow directions, withdrawing from group activities, etc.) that it has been recognized by their school and referred to the special class. Although many of the children also have severe academic deficits, to be eligible for the program, the child must possess normal or above intelligence and have no severe neurological impairments. The child's placement in one of the special classes is temporary (four to nine months, depending on progress in academic and behavior areas) and the goal is reintegration into the regular classroom setting.

Staff
For the '75-'76 school year, a total of four 1.0 FTE teachers and four 1.0 FTE teacher-aides staff the four elementary school classes. Also, one 1.0 FTE teacher, one 1.0 teacher aide and one Title VI federally-funded position staff the one junior high class. The teacher-student ratio is not to exceed one teacher plus one teacher-aide to eight students.

Teacher responsibilities include instructional management, tutor, evaluator of student progress, data recording, staffing, parent conferences, and working with regular classroom teachers in reintegrating the student. Teacher aide responsibilities include assisting the EH teacher, collecting and plotting data, correcting academic materials, tutoring, recess and lunch duty, and miscellaneous school duties. Teacher and teacher aide work together as an integrated team.

Administrators
The District's Special Education Coordinator is responsible for administration of this program; 40% of that position is spent administering this program. Administrative responsibilities include budgeting, reports, inservice workshops, monitoring classrooms, working indirectly on placement of students, hiring personnel, program improvements and maintenance.

Objectives and Methods '76-'77
--Over a four to nine month period, to increase behaviors that facilitate the learning process; several experimental behavior scales are used to assess the child's standing. (1) When referred to the program, (2) periodically throughout the months in the program, (3) upon reintegration into regular classroom, (4) following up progress after reintegration. Although each scale specifies a "normal" range, the individual child's situation and progress is taken into consideration. Skills that are emphasized are; listening to instructions, following directions, working quietly and

independently, appropriately seeking assistance, working with others in group situations, responding positively to peers and adults, responding to authority, and exhibiting self control in frustrating situations.

--Over a four to nine month period, to bring the child nearer to the academic skill expectations for his/her age group: an individual, daily program includes work in reading, math, spelling, and writing. Small groups of students with similar abilities work on academic skill improvement. Craft and art projects are also included as well as P.E. and music with children from the regular classes in the school building where the special class is located. A "token economy" is used to reinforce appropriate behavior and completion of assignments by awarding students with special privileges, free time, "points" to be spent at the school store, etc.

Successful academic progress, while dependent on individual problems, is measured by (1) Wide Range Achievement Test (one month gain for each month in the program according to test norms), (2) improvement on criterion-referenced tests in reading and math, (3) teacher judgment.

--Following a four to nine month treatment period, to successfully reintegrate the child into a regular classroom setting: a team consisting of the EH teacher, regular classroom teacher, counselor and principal, parents, and other professions work together to initiate the reintegration of a child into the regular classroom setting. The process begins by spending part of the day at the special class and part in the regular class. Time spent in the regular class is increased according to monitored progress of the child, and progress is monitored as long as three years following the time the child has fully reintegrated into regular class.

Resources

The District receives reimbursement from the State Department of Education for part of the program's cost. Prior to the '75-'76 year, the District received reimbursement for all costs over and above regular student cost and not to exceed 1½ times regular student cost. The new Senate Bill 157, in effect beginning the '75-'76 year, will reimburse the District for up to 30% of the total program cost.

The program's personnel are assisted by various community agencies, including Center at Oregon for Research in Behavioral Education, Oregon State Children's Services Division, Lane County Mental Health Clinic, and University of Oregon, as well as volunteers from many agencies who aid teachers in tutoring students and other classroom activities.

$17,500 in Title VI federal funds were received for the junior high program ($13,500 salary for consultants plus supplies, travel and fixed charges).

A local Advisory Council (mandated by ORS 343.525) serves as support to the EH programs and as liaison between school, community, and school board. Seven members include three parents of EH children, three teachers of EH, and one University professor.

Significant Change in Program Focus

For the '75-'76 school year, $23,547 in over and above funds to add a teacher and aide (plus other fixed charges) to the junior high program was cut from the budget. This request will be resubmitted for the '76-'77 year.

Budget

	'74-'75[1]	'75-'76	'76-'77
Certificated salaries		$56,283.00	
Non-certificated salaries		20,979.00	
Fixed charges		11,589.00	
Fringe benefits		4,042.00	
Supplies		1,500.00	
Student transportation		1,218.00	
Equipment		890.00	
TOTAL	$82,117,67	$96,501.00	
Reimbursed (claim)	31,854.99		
Cost/pupil to 4J (beyond per capita/student)	628.28	844.39[2]	

[1] '74-'75 total figure reflects the program costs to 4J. "Reimbursed" is the amount 4J will receive for reimbursement from the State Department. A further breakdown of total costs is available in Educational Services.

[2] Under the new Senate Bill 157, the State Department will reimburse the District up to 30% of program cost. Projecting ahead to the '75-'76 reimbursement, if the District is reimbursed for 30% of program cost, the resulting cost/pupil to 4J will be approximately $844.39.

Special Education - Deaf

The Eugene Regional Facility for the Deaf provides instruction for children who are certified deaf. The program provides (1) special classes for young children who have serious hearing impairment, and (2) itinerant teachers who give assistance to deaf children who are integrated into regular classrooms.

Law

See Law section, Educable Mentally Retarded Program #33a. The deaf regional program comes under ORS 343.236 which says that the Superintendent of Public Instruction may operate regional or county programs or delegate full responsibility to the school district in which the program is operated. The district which assumes such responsibility shall be reimbursed for all costs for the program from state funds provided for special education.

Client

Children must be at least three years, eight months of age by September 1 and have a hearing loss exceeding the 35-decibel level in the better ear after medical treatment. Children are served from the Eugene district and surrounding districts up to a 25-mile radius. A total of 59 students (28 from the Eugene district) are in the program for the '75-'76 year. Ten students are enrolled in the pre-school (age 3-8 to 6) special classes, seven students (age 7-9) in the intermediate special class, and 42 students are served by itinerant teachers. Enrollment for the '76-'77 year is difficult to predict; one additional class at the intermediate level may be needed.

Staff

1.0 FTE teacher and 1.0 FTE teacher aide staff the pre-school classes, one in the morning (six students) and one in the afternoon (four students). Also, 1.0 FTE teacher and 1.0 FTE teacher aide staff the intermediate class (seven students). The staffing ratio is not to exceed one teacher to eight students; it may be necessary to expand the intermediate program to two classes for the '76-'77 year, depending on increased enrollment. Six itinerant teachers serve 42 students; resulting in a teacher-student ratio of one teacher to seven students. Federal funds pay the salary of an itinerant teacher working county-wide for the '75-'76 year.

Administrators

The Director of Educational Services is responsible for administration of the program, which takes about 15% of the time for that position. In addition, one of the itinerant teachers spends 40% of that position in supervising the other itinerant teachers.

Objectives and Methods '76-'77

The pre-school and intermediate special classes are aimed at developing language and oral communication skills in preparation for communication with hearing children and teachers in regular classrooms. The goals are:

--Develop competency in tools of learning: readiness for subsequent academic skills.
--Utilize the hearing and train children to listen.
--Gain control over language and speech through "life situations" or experiential learning.
--Provide an expectation by parents, other teachers, and the hearing-impaired students that speech is the ordinary mode of communication among human beings.

The skill areas and methods taught are:
--Verbal development (imitation. . . spontaneous discussions and conversations).
--Visual perceptions (classify basic colors. . . development of concepts such as "top-bottom", "large-small", etc.)
--Motor control (index finger and thumb dexterity. . . sense of touch).
--Science concepts (scope and sequence of AAAS primary science program).
--Social science concepts (learning responsibility. . . stories and holidays).
--Mathematical concepts (sets, whole numbers, order and relations, equations).

The use of "language experience" is emphasized in learning skills such as "show and tell", plays, stories, films, games, and art activities centered around science, math, social studies, art and reading.

Itinerant program: depending upon the individual student's needs and extent of hearing loss, the itinerant teacher has contact with each student and/or regular classroom teacher varying from one hour for five days a week to once a week. Students are served from primary, intermediate, junior, and senior high levels.
The objectives and methods are:
--Teaching students in the areas of language, reading, speech and/or subject assistance when necessary. Provide tutorial assistance on assignments and further lip-reading skills.
--Assist the student, regular classroom teacher, and parent in setting up a program in language development and lip-reading skills. Schedule itinerant/regular classroom teacher conferences to identify problems caused by hearing impairment.
--Provide parents with reports concerning their child's progress.
--Provide counseling concerning social and academic situations that relate to students' hearing difficulties.
--Arrange services that assist the student in school and out of school (i.e., Division of Vocational Rehabilitation, audiological services, referral to other agencies).

Resources
The entire program cost (beyond per capita/student for those students in the itinerant program) is reimbursed 100% by the State Department. Also, a State Department consultant of the deaf is available to work with regional program personnel. Personnel also work closely with the Eugene Hearing and Speech Clinic, who refer cases to the program and test children for certification. For the '75-'76 year, $25,404.00 in federal funds were received. The amount of federal funds received for '76-'77 year cannot be anticipated.

Budget

	'74-'75	'75-'76	'76-'77
Certificated salaries		$108,919.00	
Non-certificated salaries		12,966.00	
Fixed charges Fringe benefits		20,688.00	
In-district transportation		13,000.00	
Out-of-district travel		1,200.00	
Supplies and textbooks		2,250.00	

Budget (continued)	'74-'75[1]	'75-'76[2]	'76-'77
Student transportation		$10,000.00	
Contracted services		750.00	
Equipment		1,969.00	
Administrative costs		8,625.00	
Classroom rental		750.00	
Total	$75,338.00	$181,117.00	
Reimbursed (claimed)	- $75,338.00		
Cost/pupil to 4J (beyond per capita/student	- 0 -	- 0 -	

1 '74-'75 total figure reflects the program costs to 4J. "Reimbursed" is the amount 4J claims for reimbursement from the State Department (actual amount received not yet known). A further breakdown of total costs is available in Educational Services.

2 These '75-'76 budget item amounts are updated (12/75) figures and do not necessarily agree with the budget workbook figures.

Special Education - Blind

The Blind Program (Eugene Regional Program for Visually Handicapped) provides services to children who are certified legally blind (20/200 and less) and who reside within a thirty-minute driving time radius of the District's Education Center. Special services are provided to the visually handicapped child and classroom teacher to maximize the child's learning and participation in the regular classroom. Services are also provided to parents of pre-school blind children.

Law

See Law section, Educable Mentally Retarded program #33a. The Blind Regional Program comes under ORS 343.236, which says that the Superintendent of Public Instruction may operate regional or county programs or delegate full responsibility to the school district in which the program is operated. The district which assumes such responsibility shall be reimbursed for all costs for the program from state funds provided for special education.

Client

Children range from pre-school to grade 12 and must meet the requirements of (1) certified legally blind (20/200) and (2) reside within a 30-minute driving time radius. There are 28 students in the regional program (about one-half to one-third from the District's attendance area) this year, '75-'76. Approximately equal numbers of students fall in each pre-school, elementary, junior high and senior high categories. The number of students (28-30) is expected to remain stable for the '76-'77 year.

Staff

The regional program employs three full-time itinerant teachers and two braillists (one full-time and one seven hours a day). Itinerant teachers travel to schools throughout the area to provide the students, parents, and classroom teachers with special materials and consultation. The teacher-student ratio is approximately one itinerant teacher to 10 students. Braillists transcribe curriculum materials to braille for use by students of the program.

Administrators

The District's Director of Educational Services provides administrative support through budget negotiations with the State Department of Education, consultation, and secretarial assistance. Approximately 8% of his time is spent administering the program.

Objectives and Methods '76-'77

The following goals were written by the three itinerant teachers for the '75-'76 school year. Major changes in these goals are not anticipated for the '76-'77 year.

--Visually impaired students will demonstrate skills in reading, writing, speaking and listening in ways which help them participate in and contribute to regular classroom activity.

Methods include classes in Literary Grade I, II, and III Code, Nemeth Code (Math), Music Code, Foreign Language Code.

--Visually impaired students will demonstrate skill in independently choosing aids, appliances, agencies and other resources.

Methods include training in use of Braille WRITER, Slate, and Stylus (handwritten braille), touch typing, signature, abacus, and mental math.

--Visually impaired students will demonstrate special skills for safe, efficient and socially acceptable orientation and movement in their environment.
Methods include training in use of talking book machines, tape recorders, and opticon.
--Visually impaired students will demonstrate skills and techniques for safety, efficiency, and social acceptability in daily living.
Methods include training in residential to business travel concepts and instruction in personal management and eating.
--Consult with regular teachers in the use of skills and techniques which help the visually impaired students participate in classroom activities.
--Consult with regular teachers in reinforcing students' use of adaptive skills and techniques for daily living.
--Consult with family members in the use of special skills and techniques for their visually impaired children for daily living.
--Consult with families in selecting vocational and avocational goals for visually impaired children.
--Visually impaired students will have appropriate classroom materials, aids and appliances, and prosthetic devices available.

Evaluation of the above objectives presents particular problems in the area of blind education. Practically no standardized assessment devices exist to measure academic progress or progress in developing special skills with blind appliances against some national norm. This regional program has as few as two to three students at each grade level. As individuals, there is wide variation in the extent of vision impairment and in level of skill in using the various appliances.

Resources

The regional program is supported 100% by state funding. Each year, special grants are secured to buy additional equipment and provide new programs (during summer of '74-'75 year, staff was hired to conduct a special summer program). The amount of these grants varies from year to year; a $11,341.00 grant was obtained for '75-'76 year. It is anticipated that grants of this kind will be harder to secure in the future.

Significant Change in Program Focus

None.

Budget

	'74-'75	'75-'76	'76-'77
Certificated salaries		$43,902.00	
Non-certificated salaries		9,734.00	
Fixed charges) Fringe benefits)		10,096.00	
In-district transportation		5,250.00	
Out-of-district travel		650.00	
Supplies and textbooks		1,300.00	
Student transportation		25.00	
Equipment repair		200.00	
Contracted services		580.00	
Insurance		115.00	
Equipment		1,900.00	
Administrative costs		3,688.00	
Total	$60,880.05	$77,440.00	

Budget (continued)

	'74-'75[1]	'75-'76[2]	'76-'77
Reimbursed (claimed)	$60,880.05		
Cost/pupil to 4J (beyond per capita/student)	- 0 -	- 0 -	

1 '74-'75 total figure reflects the program costs to 4J. "Reimbursed" is the amount 4J claims for reimbursement from the State Department (actual amount received is not yet known). A further breakdown of total costs is available in Educational Services.

2 These '75-'76 budget item amounts are updated (12/75) figures and do not necessarily agree with the budget workbook figures.

Special Education - Physically Handicapped

Easter Seal and Treatment Center School (formerly called Children's Hospital School), located at 3575 Donald Street, Eugene, is a day school for the orthopedically handicapped and learning disabled. It is owned and operated by the Easter Seal Society of Oregon. School District 4J is responsible for the instructional program of the orthopedically handicapped.

Law

See Law section, Educable Mentally Retarded Program #33a. ORS 343.261 authorizes the Crippled Children's Hospital School (renamed Easter Seal School and Treatment Center) to provide instruction for physically handicapped children and also stipulates that the District will be reimbursed for all costs from state funds.

Client

Children from throughout the state may attend the school. Those whose homes are outside of Eugene-Springfield are placed in local foster homes. Children attending classes at the school generally range in age from 3 to 15, with largest enrollment in pre-school and primary levels. The current enrollment for '75-'76 school year is 40 students (a maximum of 40 students has been allocated for '75-'76 to allow for a teacher-student ratio not to exceed one teacher to eight students). The 40-student allocation has remained stable over the last six years.

Staff

The instructional staff for the orthopedically handicapped program at Easter Seal School (listed below) is hired by District 4J, paid from 4J funds (reimbursed by State of Oregon), follow the 4J calendar, and obtain supplies and instructional materials from 4J stock (also reimbursed).

(5)	1.0 FTE teachers
(5)	teacher aides (7 hours/day)
(1)	1.0 FTE speech therapist
(1)	1.0 FTE Adaptive P.E. teacher (federally funded under Public Law 89-13)
(1)	.8 FTE transition coordinator (Paid .5 FTE from Title VI and .3 FTE from State funds)

This instructional staff provides services to only physically handicapped students at the school. The Adaptive P.E. position, funded at .75 FTE for the '74-'75 year, was increased to a full-time position for '75-'76 year. The transition coordinator is a new position for '75-'76.

Easter Seal employees include the following non-instructional personnel; medical director, managing director, administrative assistant, secretary, two attendants, three bus drivers, maintenance and custodian; the following therapists: two physical therapists, and one occupational therapist; and the following staff for the Learning Center (learning disabled program); one coordinator, two teachers, and two associate teachers. Addition of a part-time parent trainer for the second semester of '75-'76 has been approved.

Administrators

The District's Director of Educational Services is responsible for hiring and evaluation of all instructional staff listed previously. Approximately 10% of his time is spent administering the program. The managing director of Easter Seal School is responsible for overall operation of the school, supervision of all non-instructional personnel, Learning Center staff, public relations, and fund-raising, and is an employee of Easter Seal.

Objectives and Methods '76-'77

Since the instructional and therapy programs are designed to meet individual needs, no general behavioral objectives have been written for the school program. However, the overall goal of the program is to develop the students' physical and educational skills to the point where the child can return to public school classes. The staff work closely together with an interdisciplinary approach to each child's program. To achieve this goal, individual objectives are written for each child in the following areas:

--Speech therapy; depending on the need of the individual child, a special program is developed by the speech therapist to achieve intelligible speech, working with one to two students at a time.

--Occupational therapy; depending on individual need, the occupational therapist instructs to improve daily living skills, i.e., dressing, toileting, and eating, working with one to two students at a time.

--Physical therapy: most children at the school work with a physical therapist on a one-to-one basis to improve mobility.

--Adaptive P.E.:
The instructor holds adaptive P.E. classes for all the students at the Easter Seal facility. This person is also responsible for the Adaptive P.E. classes for seven of the children in the transition program. The instructor assists the regular P.E. teacher at Dunn School in programming for nine of the transition group who are integrated into the regular P.E. program.

--Instructional; basic skills are emphasized in the areas of reading, language, arithmetic, writing, and spelling. Although not always possible, the District instructional guides are often used. The pre-school program is oriented toward socialization, physical, and language development.

If a child is not able to return to public school, individually-developed programs in all the above areas are provided by the school to help make the child as independent as possible by age 15. At that time (or an earlier time), appropriate placement for the child is sought by the staff.

Easter Seal School transitional program at Dunn:

While three instructional classes (24 students) are held at the Easter Seal School facility, two additional classes of children (16 students) receive instruction at nearby Dunn School. The two classes of children in the transitional program receive instruction in one classroom with two teachers who team teach. The adjacent room is used for therapy and P.E. (One physical therapist, the occupational therapist, the speech therapist, and the adaptive P.E. instructor operate therapy and P.E. classes on the Dunn campus.) The children in the transitional program participate in the regular school lunch, recess period, and music program. Some of the transitional students receive instruction in regular classrooms for up to one-half of the instructional day. (There are also some non-handicapped students from Dunn who receive instruction in the transitional classroom.) Children from the Easter Seal School facility sometimes visit Dunn School for lunch, music, or special activities. It is hoped that the facility at Dunn will facilitate the students' return to regular public school classes.

No significant changes in the program described above are contemplated for the '76-'77 school year. A part-time speech aide has been requested.

Evaluation: (1) A "Transition Coordinator" has been hired by the program to follow up the progress of former students and other handicapped students who are now in regular public school settings; (2) Teachers and therapists maintain daily progress records on skill development for later use by regular classroom teachers.

Resources

The State of Oregon reimburses District 4J for the entire instructional program expenses, including administration and supervision of the program, teacher and speech therapist salaries, instructional materials, classroom equipment, and supplies. Federal funds of $14,063.00 were received to initiate and continue the Adaptive P.E. program in the '75-'76 year, and $14,000.00 in Title VI funds were received to operate the program run by the transition coordinator.

Budget (Instructional program only)

	'74-'75[1]	'75-'76[2]	'76-'77
Certificated salaries		$88,017.00	
Non-certificated salaries		19,183.00	
Fixed charges) Fringe benefits)		19,608.00	
Audiovisual aids		100.00	
Out-of-district travel		500.00	
Student transportation (paid to parents)		2,500.00[3]	
Supplies		2,100.00	
Library books		200.00	
Repair of equipment		100.00	
Insurance		50.00	
Equipment		1,375.00	
Payments to other districts		12,000.00[3]	
Administrative costs		6,616.00	
Total	$114,101.75	$152,349.00	
Reimbursed (claim)	-$114,101.75		
Cost pupil to 4J	- 0 -	- 0 -	
Cost to 4J unrelated to instructional program at Easter Seal[3]		10,150.00	

[1] '74-'75 total figure reflects the program costs to 4J. "Reimbursed" is the amount 4J claims for reimbursement from the State Department (actual amount received is not yet known). A further breakdown of total costs is available in Educational Services.

[2] These '75-'76 budget item amounts are updated (12/75) figures and do not necessarily agree with the budget workbook.

[3] $2,500.00 is budgeted to pay parents to transport students from home to school who are in regular school classes. This cost is reimbursed 30%

by the State Department. $12,000.00 is budgeted to pay other districts, institutions, or agencies to educate physically handicapped students from 4J's attendance area.

EUGENE PUBLIC SCHOOLS
School District No. 4J, Lane County
Eugene, Oregon

SPECIAL EDUCATION
(General Fund Budget)
1976-77

REGULAR PROGRAM

	EMR	Physically(1) Handicapped	TMR	Emotionally Handicapped	Total
(A) Certificated Salaries:	$222,135.00	$429,462.00	$ (2)	$ 88,854.00	$ 740,451.00
(B) Noncertificated Salaries:	3,293.00	40,341.00	(2)	19,189.00	62,823.00
(C) Department Head Increments:	1,105.00	--	--	--	1,105.00
(D) Employee Benefits:	44,525.00	83,769.00	--	19,056.00	147,350.00
(E) In-District Travel:	2,976.00	21,116.00	--	--	24,092.00
(F) Supplies:	5,000.00	5,160.00	--	1,650.00	11,810.00
(G) Textbooks:	1,767.00	421.00	--	100.00	2,288.00
(H) Hanbooks:	29.00	--	--	--	29.00
(I) Equipment:	948.00	2,590.00	--	934.00	4,472.00
(J) Certificated (Substitutes):	--	4,700.00	--	--	4,700.00
(K) Instruction Services:	--	440.00	--	--	440.00
(L) Other Professional and Technical Services:	--	13,050.00	--	--	13,050.00
(M) Property Insurance:	--	177.00	--	--	177.00
(N) Rentals:	--	1,500.00	--	--	1,500.00
(O) Out-of-District Travel:	--	2,690.00	--	--	2,690.00
(P) Postage:	--	192.00	--	--	192.00
(Q) Other Purchased Services:	--	638.00	--	--	638.00
(R) Vehicle Supplies:	--	550.00	--	--	550.00
(S) Certificated Salaries - Special Education Coord.:	--	--	--	--	23,043.00
(T) Noncertificated Salaries - Special Education:	--	--	--	--	1,915.00
(U) Employee Benefits - Special Education:	--	--	--	--	5,974.00
(V) In-District Travel - Special Education:	--	--	--	--	780.00
(W) In-District Expense - Special Education:	--	--	--	--	50.00
(X) Postage - Special Education:	--	--	--	--	120.00
(Y) Supplies - Special Education:	--	--	--	--	200.00
(Z) Student Transportation:	--	2,750.00	8,000.00	--	10,750.00
(AA) Building Improvement - Special Education:	--	--	--	--	70.00
(BB) Tuition:	--	--	10,000.00	--	10,000.00
(CC) Special Schooling:	--	13,200.00	--	--	13,200.00
(DD) Buses - Special Education	--	--	--	--	26,000.00
(EE) Vehicle Supplies - Special Education:	--	--	--	--	3,000.00
(FF) Bus Drivers Salaries - Special Education:	--	--	--	--	4,000.00
TOTAL REGULAR PROGRAM	$281,778.00	$622,746.00	$18,000.00	$129,783.00	$1,117,459.00
(GG) Reimbursement:					782,000.00
NET COST TO DISTRICT					$ 335,459.00

(1) Includes Blind Program, Deaf Program, Speech Program and Easter Seal School.

(2) Salaries for TMR are paid by I.E.D..

OVER AND ABOVE REQUESTS

	EMR	Physically Handicapped	TMR	Emotionally Handicapped	Total
(HH) Noncertificated Salaries:	$ 21,050.00	$ 3,007.00	$ --	$ 4,721.00	$ 28,778.00
(II) Employee Benefits:	5,429.00	2,640.00	--	4,008.00	12,077.00
(JJ) After School Supervision:	768.00	--	--	--	768.00
(KK) Out-of-District Expenses:	113.00	--	--	--	113.00
(LL) Certificated Salaries:	--	7,404.00	--	14,809.00	22,213.00
(MM) Pupil Transportation:	--	--	--	220.00	220.00
(NN) Supplies:	--	--	--	500.00	500.00
(OO) Equipment:	--	--	--	527.00	527.00
TOTAL OVER AND ABOVE REQUESTS	$ 27,360.00	$ 13,051.00	$ --	$ 24,785.00	$ 65,196.00
TOTAL COSTS	$309,138.00	$635,797.00	$18,000.00	$154,568.00	$1,182,655.00

BUDGET WORKBOOK PAGES

(A)	84,94,95,133	(V)	136
(B)	85,94,95	(W)	137
(C)	86	(X)	138
(D)	87,94,95,135	(Y)	141
(E)	88,94,136	(Z)	269
(F)	89,94,95,141	(AA)	249
(G)	90,94,95	(BB)	357
(H)	91	(CC)	358
(I)	92,93,94,95	(DD)	280
(J)	94	(EE)	272
(K)	94	(FF)	267
(L)	94	(GG)	iii
(M)	94	(HH)	83a,94a,95a
(N)	94	(II)	83a,94a,95a
(O)	94	(JJ)	83a
(P)	94	(KK)	83a
(Q)	94	(LL)	94a,95a
(R)	94	(MM)	95a
(S)	133	(NN)	95a
(T)	133	(OO)	95a
(U)	135		

Prepared by: Charles Hamby
Business Services Administrator

February 25, 1976

Speech Therapy

The speech, language and hearing clinician instructs individual students that she/he has diagnosed as having severe difficulties in these areas. The clinician consults with teachers, parents, doctors and counselors to help students develop and maintain speech and language skills.

Law

Speech Therapy comes under the general laws and regulations governing special education. As used in ORS chapter 343, the definition of "handicapped children" includes those with speech defects, and states further that "special education" includes special instruction for handicapped children in or in addition to regular classes, special classes, special schools, special services, home instruction and hospital instruction. Further, this chapter stipulates that for a handicapped child to receive special education, he/she shall be determined eligible for such services under a school district program approved under ORS 343.045 and as provided under ORS 343.221, which together require the Superintendent of Public Instruction to guide the development and operation of special programs and to establish criteria by which to certify such programs for reimbursement specifically provided by law for such programs. In order to provide special education for handicapped children, the District school board of any school district in which there are children under 21 years of age who require special education shall submit an annual projected activities and cost statement to the Superintendent of Public Instruction for a program of special education and shall provide special education for such children consistent with the projected activities and cost statement.

Client

Primarily elementary students. On the average, students receive speech and language services for 15-30 minutes, one to five days a week. In '75-'76, the secondary school program was discontinued.

	'74-'75	'75-'76	'76-'77
Elementary	773	405	Approximately 350 of the case load from '75-'76 will be seen again, plus new students and all those not seen this year. This may cause an increase in case load.
Junior High	5		
High School	2		
Waiting List	663	1,434	

During '75-'76, priority has been given to the severe and then to the medium severe cases; clinicians see 405 of the 433 severe and medium severe. They do not see 28 severe or medium severe and 700 moderate and 706 mild diagnosed cases (1,434).

Staff

	Number of People	'74-'75 allotment	'75-'76 allotment		'76-'77
Churchill	(3)	2.0	(3)	2.2	
North	(3)	2.5	(3)	2.5	
Sheldon	(2)	2.0	(2)	2.0	
South	(3)	2.5	(4)	2.8	
Total	11	9.0*	(12)**	9.5	

* South gained a .5 clinician from unassigned pool in November 1974, bringing the total allotment to 9.5.

** One teacher is assigned to the South Region .1 and to the Churchill Region .9.

	'74-'75 Title I	'75-'76 Title I Allotment	'76-'77
Churchill	.4	.7	
South		.25 Whiteaker Elementary	
		.25 Lincoln Elementary	
Total	.4	1.2	

Some teachers are at their assigned schools all year or in blocks ranging from 9-18 weeks. The amount of time each teacher spends at a school is determined by the needs of each school.

Guidelines from the State Department of Education for Speech recommend that each therapist work with approximately 50 students per year. The present ratio is less than 50 to one. However, the speech therapists we talked to said they should treat the moderate cases as well as more severe ones. In '75-'76, this would amount to a total of 1,133 cases and would require an additional 12.5 therapists needed for '75-'76.

Administrators

Regional Directors. For problems that concern the group as a whole, the Churchill Regional Director handles them.

Objectives and Methods '76-'77

--Speech clinicians will screen each child new to the District in order to identify any speech, language or hearing problems. Clinicians will also re-screen former speech students. This task will be accomplished within the first few weeks of September, 1976. Each child will receive 3-5 minutes of screening. The clinicians will use a District-wide screening form, a description of degree of severity, and standardized tests. The clinician will evaluate the student by direct (visual) observation, listening, and recording of errors and successes.

--Speech clinicians will screen each kindergarten child in order to identify any hearing problems. This screening will take place during the first few weeks of September, 1976, and last approximately 3-5 minutes per child. A V.A.S.C. audiometer is used to measure hearing responses. The student must respond correctly two out of three times at the 15-decibel level.

--Throughout the year, clinicians will screen students who have been referred from the junior and senior highs for speech and hearing problems.

--Clinicians will administer in-depth testing (evaluation) of problems identified in the screening in order to plan instructional methods. Each pupil receives 45 minutes to several hours of testing, depending on the number of tests needed to delineate the problem. The clinician will use appropriate and valid tests. Each test has norms usually related to age level except for the hearing acuity test in which 0-20 decibels is normal for any school-age child. The clinician will compile an inventory of skills and a profile of abilities based on objective questioning and observation of performance tasks. Any child (elementary or secondary) who is referred by a nurse, teacher, or parent, will also be evaluated by the above methods.

--Each student selected for therapy will receive instruction and guidance in transfer and maintenance of his/her new skills in order to talk better. Instruction may include the areas of articulation, language, voice, auditory processing, speech reading, fluency (cluttering and stuttering) and English as a second language. Each student will receive either 20 minutes of individual instruction or 30 minutes of group instruction, 4-5 days a week during the block of time the clinician is at that child's school. When the individual achieves proficiency in the skills in the therapy setting and uses these skills outside the therapy, the student will be

dismissed. Students are expected to attend the therapy session regularly. In order to determine a student's improvement, the clinician will give post-tests to each child within the therapy session as well as observing the performance of their new skills in their natural environment.

--Clinicians with American Speech and Hearing Association certification (or its equivalent) and at least one year with the District may train student teachers assigned from the University of Oregon in public school therapy methods. Training will last one term for a half day, every day of the week. Evaluation forms will be furnished from the Education Department at the University of Oregon.

--Clinicians will train and supervise aides and volunteers within the same therapy setting.

--Throughout the year, from 2:30-4:00 p.m. Monday through Thursday, and one half-day on Friday, clinicians will; consult with staff, parents, and physicians concerning the student's therapy, refer those students who may require additional testing and therapy to physicians and/or the Eugene Hearing and Speech Center, prepare reports on each student's progress for the parents and teachers, prepare records on each student for the State Department, and conduct workshops for their own professional growth.

--Some clinicians will be working toward their ASHA certification during the year.

--Speech clinicians plan to inaugurate screening of speech and language problems of pre-schoolers in May of 1977 in cooperation with kindergarten teachers, school nurses, and special education staff.

Resources

The State reimburses 23% of the salaries plus the Fixed Charges and Fringe Benefits. Federal funds through Title I were utilized for 1.2 FTE positions in '75-'76. The District assumes the rest of the costs for this program.

Significant Change in Program Focus

In '74-'75, clinicians saw students in all four categories of severity. In '75-'76, they have given priority to the severe and medium severe cases.

Budget	'74-'75	'75-'76	'76-'77
Salaries	$106,238.00	$114,551.00	
Fixed Charges	15,935.70	17,183.00	
Fringe Benefits	3,187.14	4,042.00	
Travel	4,209.00	3,492.00	
Supplies	750.00	863.00	
Maintenance of Equipment	400.00	350.00	
Maintenance of Speech Bus		500.00	
Equipment	1,000.00	500.00	
Total	$131,719.84	$141,481.00	
Reimbursement	-28,832.99	-27,000.00	
Net Cost of District 4J	$102,886.85	$114,481.00	

EUGENE PUBLIC SCHOOLS
School District No. 4J, Lane County
Eugene, Oregon

SPEECH THERAPY
(General Fund Budget)
1976-77

REGULAR PROGRAM

(A) Certificated Salaries:	$155,495.00	
(B) Employee Benefits:	28,942.00	
(C) In-District Travel:	3,527.00	
(D) Vehicle Supplies: (Maintenance of Speech Bus)	550.00	
(E) Supples:	900.00	
(F) Postage:	60.00	
(G) Equipment:	600.00	
TOTAL REGULAR PROGRAM	$190,074.00	(1)

OVER AND ABOVE REQUESTS

(H) Noncertificated Salaries:	3,007.00	
(I) Employee Benefits:	990.00	
TOTAL OVER AND ABOVE REQUEST	$ 3,997.00	
TOTAL COST	$194,071.00	(1)

(1) Partially Reimburseable

BUDGET WORKBOOK PAGES

(A)	94	(F)	94
(B)	94	(G)	94
(C)	94	(H)	94a
(D)	94	(I)	94a
(E)	94		

Prepared by Charles Hamby
Business Services Administrator

March 1, 1976

Teacher and Library Aides

Teacher and library aides are non-certificated staff members who are used for the purpose of relieving teachers of nonprofessional activities so that their time can be more productively spent in instruction. This program is ten years old.

Law

A school district may employ teacher aides subject to OAR 37-005 through 37-035 which establish definitions, qualifications, functions, assignment, registration, training, credentialing, and selection. No such rules or regulations appear to be available for library aides, thus making it a school district practice authorized by general codes OAR 22-055 and ORS 342.010 through 342.173.

Clients

Teachers, librarians and students. Elementary teachers and librarians are assisted in instructional, clerical, and supervisory functions. Students receive more attention because of increased personnel. It is not possible to estimate the number of clients served by this program, but no increase is expected in '76-'77 because there are no plans to increase the scope of the program.

Staff

Aides must be at least 18 years of age and hold a high school diploma or its equivalent. Title I aides (23.04) assist teachers with basic skill instruction. In '74-'75, 34 teacher aide and 14 library aide positions were allocated. Principals can designate staff as either teacher or library aides. There are 38 teacher aides and 10 library aides in '75-'76. No increase is expected in '76-'77. In '75-'76, secondary teacher aides were reclassified as clerk typists, and it is not possible to determine their number.

Administrators

Aides are supervised by teachers and librarians and assigned to supervisors by the principal. No administrative changes are expected in '76-'77.

Objectives and Methods

--A teacher aide will provide instructional, clerical and supervisory services for the purpose of relieving a teacher, so that he/she can spend more time on instructional activities.

An aide will have direct contact with students or provide clerical and supervisory assistance in support of the instructional process. An aide will assist in instructional activities such as listening to reading groups, reading, stories, and helping children in drill and review. Clerical duties may involve operating office or instructional machines, typing, preparing displays, supplies, or materials, and providing other assistance as needed. Supervisory duties will primarily involve supervision activities on the playground or in the lunch room.

--A library aide will help children and teachers locate materials and perform specific duties and assist the librarian with books and audiovisual materials, so that he/she can spend more time on instructional activities.

An aide's duties in a library or media center may include the following:

1. Checking audio-visual equipment and other media materials in and out of the center.
2. Repairing and maintaining materials and equipment.
3. Maintaining necessary records.
4. Assisting in ordering and inventory.
5. Typing and other related clerical duties.

Resources

The federal government provides monies which employ Title I aides to work in

schools with low-income and minority students.

Significant Change in Program Focus

There has been no significant change in program focus. This report hasn't described all other aides in teacher aide and library aide budget section because they won't be in the '76-'77 budget for teacher and library aides.

Budget

	'74-'75	'75-'76
34 Elementary Teacher Aides	$149,253.00	$179,263.00
24 Junior High Teacher Aides	81,289.00	126,635.00
20.5 Senior High Teacher Aides	113,064.00	111,289.00
2 Opportunity Center Aides	8,572.00	10,098.00
6 Pupil Services Teacher Aides (100% reimbursable)	21,507.00	24,666.00
3.25 Hospital School Teacher Aides (100% reimbursable)	15,551.00	20,791.00
5 Pupil Service Teacher Aides (partially reimbursable)	2,100.00	24.856.00
23.04 Teacher Aides Federal Programs	---	107,148.00
1 School Aide Supervisor		9,280.00
14 Library Aides	62,543.00	75,727.00
Additional Junior High Teacher Aides	21,062.00	---
Ed Center Teacher Aide	2,029.00	
	$476,970.00	$689,753.00
Fixed Charges	108,546.00*	103,463.00
Fringe Benefits		53,668.00
	$585,516.00	$846,884.00

* Not separated into Fixed Charges and Fringe Benefits, 1974-75.

EUGENE PUBLIC SCHOOLS
School District No. 4J, Lane County
Eugene, Oregon

TEACHER AND LIBRARY AIDES
(General Fund Budget)
1976-77

REGULAR PROGRAM

(A) Noncertificated Salaries:	$611,184.00
(B) Employee Benefits:	151,362.00
TOTAL REGULAR PROGRAM	$762,546.00

OVER AND ABOVE REQUESTS

(C) Noncertificated Salaries:	73,771.00
(D) Employee Benefits:	15,858.00
TOTAL OVER AND ABOVE REQUEST	$ 89,629.00
TOTAL COST	$852,175.00 (1)

(1) Does not include those people classified as Clerk-Typists, School Secretaries, or those Aides paid for by Federal Programs.

BUDGET WORKBOOK PAGES

(A) 3,22,44,85,94,95,164
(B) 8,28,50,87,94,95,167
(C) 83a,95a,96a
(D) 83a,95a,96a

Prepared by Charles Hamby
Business Services Administrator

March 1, 1976

Student Transportation (Home-to-School)

This budget covers students transported to and from school daily and students transported to EMR and TMR programs.

Law

ORS 332.405 provides that the district school board may provide transportation for pupils when considered advisable by the board. Also, instead of transportation, the board may furnish board and room for pupils when reasonable board and room can be provided at equal or less expense than transportation. The transportation costs or expenses for board and room may be paid from district funds.

ORS 335.090 states that school districts responsible for high school education shall furnish transportation to the nearest standard public high school which pupils may attend. Reasonable board and room may be furnished instead of transportation if desired. If the district arranges for the attendance of pupils at a standard public high school other than the nearest one pupils may attend, then the district may provide transportation to the standard public high school which the pupils are attending.

In addition, OAR 53-005 to 53-530 establishes the rules pertaining to school bus driver training and licensing and school bus standards.

Client

Students, K-6, who live 1 mile or more from their school.
Students, 7-12, who live 2 miles or more from their school.
Students in EMR and TMR programs.

Each student is bused within his/her attendance area with the exception of three kindergartens which are overcrowded. These students are bused to another kindergarten. Madison Junior High is also overcrowded and a few students are bused to Monroe Junior High.

Total Number of students regularly bused home to school:

	'74-'75	'75-'76
Elementary	2538	2636
Secondary	2906	1919
Total	5444	4555

Regular Routes AM	Number of Buses
2 trips	30
3 trips	10
Regular Routes PM	
2 trips	30
3 trips	10
Special Education	
EMR program	4
TMR program	1
Kindergarten Routes	18

Staff

	'74-'75	'75-'76
Bus Drivers	50	40
Mechanics and Servicemen	5 full-time	5 full-time
Secretary	1 full-time	1 full-time
Dispatcher	1 full-time	1 full-time
Bodyman	1 full-time	1 full-time
Supervisor	1 full-time	1 full-time
Custodian	1 full-time	1 full-time

In '76-'77, a request for eight additional bus drivers will be submitted.

Administrators
The Supervisor of Transportation is responsible to the Business Services Administrator.

Objectives and Methods '76-'77
--It will be the responsibility of the school district to provide home-to-school transportation for elementary students living 1 mile or more from their schools and for secondary students living 2 or more miles from their schools.

--The school district will transport EMR students and TMR students to their particular programs.

Resources
Prior to '74-'75, the only reimbursement from the state was for home-to-school transportation. Starting last year, the state expanded the number of reimbursable items. Currently, most transportation for instructional purposes is partially reimbursable. Expenditures not reimbursable include activity trips, athletic trips, school lunch purposes, summer school, adult education, evening school, nursery school, and room and board in lieu of transportation associated with field trips.

The percentage of state reimbursement varies each year. In '74-'75, the figure was approximately 47%.

Significant Changes in Program Focus

Starting in '75-'76, the school board extended the limits of busing from 1½ to 2 miles for secondary students. This change cut approximately 987 students. Bus drivers were reduced from 50 to 40. Though all ramifications are not known, a few effects due to the change are known. Some students in special programs (i.e., EMR, TMR) now get to those programs later in the morning and leave earlier in the afternoon than last year in order to make buses available for regular routes. Activity buses for junior high after-school activities are not available until 3:30 p.m. instead of 3:00 p.m.

Budget

	'74-'75	'75-'76*	'76-'77
Salaries			
Bus Drivers	$156,030.00	$154,252.00	
Mechanics and Servicemen*	46,642.00	59,411.00	
Secretary	7,220.00	8,608.00	
Supervisor	14,188.00	14,408.00	
Body and Fender Man	8,089.00		
Total Salaries	232,169.00	236,679.00	
Fixed Charges	52,079.00	41,150.00	
Supplies and Repairs	76,523.00	70,628.00	
Fringe Benefits		25,462.00	
Replacement of Vehicles	56,000.00		
Transportation Insurance	12,600.00	13,860.00	

*These figures have been updated 12/75 and are not the same as Budget Workbook '75-'76 figures.

Student Transportation (Home-to-School)
Page Three

Budget (continued)	'74-'75	'75-'76	'76-'77
Transportation Permits	350.00	350.00	
Mass Transit	3,700.00		
Building Maintenance	500.00	1,800.00	
Grounds Maintenance	2,150.00	500.00	
Remodeling	2,550.00		
Equipment	1,534.00	1,565.00	
Building Heat (fuel)		8,000.00	
Contracted Services	126.00	179.00	
Water	1,500.00	1,850.00	
Electricity	2,500.00	2,600.00	
Telephone	700.00	700.00	
Garbage	121.00	150.00	
Sewer	50.00	100.00	
In-service		50.00	
Custodial Supplies		60.00	
Total To and From School Transportation	$445,152.00	$407,712.00	
Estimated Reimbursement From State	-199,000.00	-165,000.00**	
Net Cost to District	$246,152.00	$242,712.00	

Cost/pupil '74-'75 $43.71
'75-'76 not currently available

* This figure is 65% of the total salaries for mechanics and technicians. Approximately 35% is devoted to service and repair of other school vehicles.

** Estimate

EUGENE PUBLIC SCHOOLS
School District No. 4j, Lane County
Eugene, Oregon

STUDENT TRANSPORTATION
To and From School
(General Fund Budget)
1976-77

REGULAR PROGRAM

(A) Noncertificated Salaries:	$265,165.00	(1)
(B) Employee Benefits:	62,257.00	
(C) Contracted Services:	18,755.00	(1)
(D) Office Supplies:	330.00	
(E) Other Vehicle Supplies:	31,519.00	(1)
(F) Repairs:	3,776.00	
(G) Tires:	3,773.00	
(H) Gasoline:	44,000.00	
(I) Oil:	3,773.00	
(J) Body and Fender Supplies:	2,200.00	
(K) Transportation Permits:	350.00	
(L) Equipment:	27,999.00	(1)
(M) Liability Insurance:	30,000.00	
(N) Office Equipment Maintenance:	250.00	
(O) Building Maintenance:	2,700.00	
TOTAL REGULAR PROGRAM	$494,827.00	
(P) State Reimbursement:	220,000.00	
(Q) Educational Services Reimbursement: (1)	45,778.00	
TOTAL REIMBURSEMENT	$265,778.00	
Net Regular Program Cost	$229,049.00	

OVER AND ABOVE REQUEST

(R) Noncertificated Salaries:	30,000.00
(S) Employee Benefits:	4,500.00
(T) Vehicle Supplies:	30,000.00
(U) Equipment:	92,000.00
TOTAL OVER AND ABOVE REQUESTS	$156,500.00
Net District Cost	$385,549.00

BUDGET WORKBOOK PAGES

(A)	267	(L)	279
(B)	268	(M)	280
(C)	269	(N)	260
(D)	271	(O)	249
(E)	272	(P)	iii
(F)	273	(Q)	iii
(G)	274	(R)	266a
(H)	275	(S)	266a
(I)	276	(T)	266a
(J)	277		
(K)	278		

Prepared by: Charles Hamby
Business Services Administrator

February 20, 1976

Student Transportation (Other Than Home-to-School)

This budget covers transportation other than the busing of students home-to-school in district vehicles and the transportation of students to EMR and TMR programs. (See Objectives and Methods section.)

Law

See Law Section for Home-to-School Transportation, Program #36.

Client

All students are involved in other than home-to-school transportation at various times throughout their school years.

Staff

No additional personnel are required for this program as regular bus drivers are used for these trips. Transportation personnel (other than additional bus drivers' time), depreciation, insurance, maintenance, etc., have not been included in this program because these items are included in the regular to and from school transportation program and would still be needed as long as regular transportation is provided by the district.

Administrators

The services of the Supervisor of Transportation have been listed under Program #36, Home-to-School Transportation.

Objectives and Methods '74-'77

--The school district will provide student transportation for several programs other than to and from school. Some of the types of transportation include field trips, swimming programs, elementary instrumental music classes, all district music activities, athletic trips, environmental education programs, career education programs and special education programs. Teachers submit requests for transportation on a requisition form.

Resources

Special Education programs receive reimbursement for transportation. Percentages of reimbursement for the different programs vary. In '74-'75, approximately $24,150.00 was reimbursable for Special Education Programs. For '75-'76, the figure will be approximately $29,572.00.

Money for this transportation program also comes from student body funds, mainly the gate receipts of athletic events. For '74-'75 and '75-'76, the figure was approximately $10,000.

The Vocational Education Program receives approximately $1500.00 in reimbursement funds, a portion of which goes for transportation.

Student Transportation (Other Than Home-to-School)
Page Two

Budget	'74-'75	'75-'76	'76-'77
Salaries	$49,417.00	$56,373.00	
Fixed Charges	7,413.00	8,455.95	
Supplies	49,417.00	56,373.00	
Mass Transit*		7,555.00	
Pearl Buck Center** Transportation		7,695.00	
Total Cost	$106,247.00	$136,451.95	
Estimated Reimbursable	-34,150.00	-41,072.00	
Net Cost	$ 72,097.00	$ 95,379.95	

* The Business Office buys bus tokens and distributes them among students in certain programs.

** Payment to Pearl Buck Center for transporting district pupils.

EUGENE PUBLIC SCHOOLS
School District No. 4J, Lane County
Eugene, Oregon

STUDENT TRANSPORTATION
(Other Than Home to School)
(General Fund Budget)
1976-77

REGULAR PROGRAM

(A) Noncertificated Salaries:	$ 60,768.00
(B) Employee Benefits:	13,040.00
(C) Contracted Services - OTHS Pupil Transportation:	95.00
(D) Vehicle Supplies:	66,782.00
(J) Rentals:	4,445.00
TOTAL REGULAR PROGRAM	$145,130.00
(K) Estimated Reimburseable:	27,013.00
TOTAL COST TO DISTRICT	$118,117.00

OVER AND ABOVE REQUESTS

(E) Noncertificated Salaries:	7,673.00
(F) Vehicle Supplies:	8,224.00
(G) Employee Benefits (Not Budgeted):	1,152.00
(H) Rentals:	1,080.00
(I) Contracted Transportation:	110.00
TOTAL OVER AND ABOVE	$ 18,239.00
TOTAL COST LESS REIMBURSEMENT	$136,356.00

BUDGET WORKBOOK PAGES

(A)	22,44,267	(G)	1a,20c,42d
(B)	28,50,268	(H)	95a
(C)	270	(I)	95a
(D)	36,69,70,94,279	(J)	53
(E)	1a,20c,42d	(K)	267,279,iii
(F)	1a,20c,42d		

Prepared by Charles Hamby
Business Services Administrator

March 2, 1976

Soccer

The soccer program proposal was not passed by the '75-'76 Budget Committee.

EUGENE PUBLIC SCHOOLS
School District No. 4J, Lane County
Eugene, Oregon

SOCCER - SENIOR HIGH
(General Fund Budger)
1976-77

REGULAR PROGRAM

(A) Athletic Increments - Girls:	$2,600.00
(B) Athletic Increments - Boys:	2,600.00
(C) Employee Benefits:	780.00
TOTAL REGULAR PROGRAM	$5,980.00

BUDGET WORKBOOK PAGES

(A) 48
(B) 48
(C) 50

Prepared by Charles Hamby
Business Services Administrator

March 1, 1976

Research, Development and Evaluation

The Research, Development and Evaluation Division is a future-oriented service arm of the District providing assistance in training-evaluation, long- and short-range planning, program development and maintenance, research and administrative services.

Law

Research, Development and Evaluation (RD&E) was created by adoption of the Eugene Public School Administrative Reorganization Plan, January 21, 1974. There is no Oregon statute mandating a district to have an RD&E division. The Assistant Superintendent states that three major considerations were granted by the Board and Superintendent:

(1) RD&E would report directly to the Superintendent and the Board
(2) RD&E would have access to any data in the District with the ability to cross departmental lines to gather data. (In essence, the Department was established to operate as an in-house outside evaluater with all the freedom of outside agencies, yet with none of the constraints.)
(3) There would be no editorial changes in departmental reports that would distort the findings of any evaluation or research endeavor. The Superintendent will retain the right to decide when material would be provided to the press.

Client

Board, Budget Committee, Superintendent's staff, other administrators and teachers.

Figures were kept in '74-'75 that indicate client use of RD&E. Total staff was not employed full-year. 760 people were provided individual professional assistance; 47 projects were developed or participated in; 21 dissemination products were produced; 21 reports were produced. Staff related to 19 work-related committees, visited schools 308 times and attended 18 conventions/ conferences (8/74-4/75).

With full staff, an increase is expected in client usage of RD&E in '76-'77.

Staff

(9) 7.5 non-certificated positions. This includes: (1) 1.0 Special Projects Assistant, (1) 1.0 Office Manager, (2) 1.0 secretaries, (2) 1.0 data collectors, (3) .5 administrative assistants, Teacher Center. There was an increase of two data collectors over '74-'75. A need for an increase in '76-'77 is anticipated in the following areas: 1.0 secretary, 1.0 data collector, .5 Special Projects, 1.5 Teacher Center. If the Special Projects Assistant's position is reclassified in '76-'77, 1.0 will move to the Administrator category.

Administrators

(5) 5.0 certificated positions. This includes: (1) 1.0 Assistant Superintendent of Research, Development and Evaluation; (1) 1.0 Research Design Specialist; (1) 1.0 Evaluation Specialist; (1) 1.0 Planner; (1) 1.0 Teacher Center facilitator.

Some positions specified in the 1974 Reorganization Plan were unfilled until the '75-'76 year. If the Special Projects Assistant's position is reclassified, there will be an increase in this category in '76-'77 by 1.0.

Objectives and Methods '76-'77

Each administrator has her/his own set of objectives and methods for '76-'77. A Program Planning Budget exists for '75-'76 and '76-'77 identifying all the Division objectives, the timetable and costs for each objective. Some objectives and methods for each position are listed below:

Assistant Superintendent:

--50% of the assistant superintendent's time will be involved in the articulation of the efforts of the RD&E staff to others, attending to staff planning, evaluation and supervision of the budget, providing training and support to staff in RD&E in budgeting, management, technical areas and short as well as long-range planning.

Organizational Development concepts of communication skills, conflict management, and confrontation, and support for quality in the products produced by the staff form the basis for management.

--The remaining 50% will be spent in meetings with, and technical assistance to, district personnel (Superintendent's Staff and others), with UO teacher-training committee, with UO-RD&E intern training program, with the Teacher Corps project, UO Evaluation Training Center, UO Eugene-Springfield-Bethel Teacher Training Consortium, and contacting outside funding agencies.

Research Design:

--The Research Design Specialist will provide technical resources and assistance to administrators and teachers in test development in specific areas during the '76-'77 school year.

He will see to the creation of teacher committees in specific areas such as Reading or Mathematics, assist with test development, computer analysis and test standardization. The tests will be administered and evaluation will be based on technical quality. Reports will be prepared.

--By November 1, 1976 the Research Design Specialist will provide the district with enrollment projections for the '77-'78 school year.

Enrollment projections are used for staff decisions and short- and long-range planning. The specialist will assist administrators and teachers in the methods for collecting and analyzing data; and provide inservice training on testing procedures and the uses of standardized and criterion-referenced tests.

Evaluation:

--The Evaluation Specialist will complete at least three large-scale evaluations during the '76-'77 fiscal year.

He will decide topics based on requests from board and budget committee members, superintendent's staff and others as to what needs to be evaluated, determine the people to be interviewed, purpose of the evaluations, sample size and scope of the data to be collected.

--The Evaluation Specialist will answer requests from 4J staff, Board and Superintendent's office for information, reports, assessments and other kinds of technical assistance.

The material will be gathered, analyzed, reports written and submitted to the parties requesting them. A log shall be kept of requests made and actions taken.

Planning:

--The Planner will develop by June 30, 1977 a short, intermediate and long-range plan for development and operations for the Research, Development and Evaluation Division.

Data will be assessed and problems will be prioritized by the Planner. She will work with the superintendent, board and others to identify high-

priority district goals and will identify the positive and negative forces that will operate for or against reaching the goals.

--By June 30, 1977, the Planner will identify six needed new programs; administrative and instructional.

Given an operational data bank, the Planner will analyze the information and identify 12 student populations achieving significantly below expectations in a specific curriculum. The student populations will be prioritized and at least two promising strategies proposed to meet the three most critical needs.

Teacher Center Facilitator:
(Please see Program #40, Teacher Center, for a complete list of objectives).
It is the desire of the Teacher Center to be identified as an entity in themselves.

Special Projects:

--Assistance shall be given 4J personnel in developing new alternative projects. The Special Projects Assistant shall provide assistance in proposal-writing to as many groups as request such assistance. The proposal shall be reviewed within six weeks from the data it was submitted. The Special Projects Office shall facilitate groups coming together to propose alternative programs and will assist with fundraising sources for the alternative program.

--The Special Projects Assistant will by June 30, 1977 continue the planning, development, operation and evaluation of the various instructional special projects in the school district.

Information will be provided to the superintendent's staff and board on alternative programs and to anyone else who requests such information. Assistance will be given on evaluation techniques, collection of data, problem-solving, etc., upon request of the project staff.

Resources

University of Oregon Interns in Research and Evaluation and University of Oregon practicum students.

Budget

	'74-'75*	'75-'76
Administrative Salaries (5)		$148,464.00**
Special Projects Assistant (1)		12,898.00
Teacher Center Assistants (3) and Clerical (3)		41,563.00***
Data Collectors (2)		14,550.00
		$217,475.00
Fringe Benefits and Fixed Charges		39,145.45
Curriculum and Staff Development		50,000.00
Supplies		20,000.00
Travel Out of District		2,100.00
Travel In-District		870.00
Equipment replacement		750.00
Equipment purchase		7,000.00
Other--including car rental, library books, teacher resource center, and periodicals, expense account		8,249.00

Budget (continued)	'74-'75*	'75-'76
TOTAL	$286,212.00	$345,589.45****

* We do not have a breakdown of figures in the above categories for '74-'75. RD&E was an incomplete department at that point.

** $21,336 was taken from administrative salaries and spent in the following ways: (1) $16,002 on an RD&E intern program, (2) $5,334 given to the curriculum specialists to administrate graduation requirements.

*** The district is reimbursed $3,540 on salaries from the Teacher Incentive Program. This category shows 3 people in clerical because the '75-'76 Budget included the secretary for Communication Cadre. In '76-'77 this position will not be included in the RD&E Budget but will appear with the budget for Educational Administrative Services--Management and Organizational Development Services.

**** Approved internal budget changes are not reflected in these figures.

EUGENE PUBLIC SCHOOLS
School District No. 4J, Lane County
Eugene, Oregon

RESEARCH, DEVELOPMENT AND EVALUATION
(General Fund Budget)
1976-77

REGULAR PROGRAM

(A) Certificated Salaries:	$111,124.00
(B) Noncertificated Salaries:	52,758.00
(C) Certificated Salaries (Temporary):	500.00
(D) Noncertificated Salaries (Temporary):	21,000.00
(E) Employee Benefits:	41,446.00
(F) Instruction Services:	7,000.00
(G) Data Processing Services:	2,000.00
(H) Other Professional and Technical Services:	6,100.00
(I) Rentals:	1,343.00
(J) In-District Travel:	3,120.00
(K) Out-of-District Travel:	2,430.00
(L) In-District Expense:	300.00
(M) Postage:	2,078.00
(N) Printing and Binding:	100.00
(O) Supplies:	13,393.00
(P) Reference Books:	710.00
(Q) Periodicals:	750.00
(R) Equipment:	2,115.00
TOTAL REGULAR PROGRAM	$268,267.00

OVER AND ABOVE REQUESTS

(S) Noncertificated Salaries:	$ 23,636.00
(T) Noncertificated Salaries (Temporary):	12,500.00
(U) Certificated Salaries (Temporary):	1,000.00
(V) Employee Benefits:	6,175.00
(W) Other Professional and Technical Services:	2,000.00
(X) Data Processing Services:	1,500.00
(Y) Out-of-District Travel:	2,943.00
(Z) Dues and Fees:	60.00
(AA) Periodicals:	350.00
(BB) Postage:	540.00
(CC) Supplies:	500.00
TOTAL OVER AND ABOVE	$ 51,204.00
TOTAL COST	$319,471.00

BUDGET WORKBOOK PAGES

(A)	306	(K)	316	(U)	305b
(B)	307	(L)	317	(V)	305a,305b
(C)	308	(M)	318	(W)	305a
(D)	309	(N)	319	(X)	305a
(E)	310	(O)	320	(Y)	305a
(F)	311	(P)	321	(Z)	305a
(G)	312	(Q)	322	(AA)	305a
(H)	313	(R)	323,324	(BB)	305b
(I)	314	(S)	305a,305b	(CC)	305b
(J)	315	(T)	305a,305b		

Prepared by Charles Hamby
Business Services
Administrator

March 2, 1976

Teacher Center — This Program is being dropped — Program #40

It is the intent of Teacher Center to be a teacher-controlled body which facilitates processes necessary to meeting teachers professional/personal developmental needs. Examples:

1. Acting as a forum for exchange of teacher expertise, methods, ideas;
2. Providing money for and, when requested, assistance in planning for inservice projects with priority on those which are innovative, teacher-initiated, process, not product-oriented, and which potentially have district-wide impact;
3. Facilitating inservice training (accredited DCE courses, required courses needed for credentials).
4. Facilitating other personal/professional development (e.g., non-credited workshops);
5. Providing release time for professional inquiry (conference attendance, individual and group planning).

Teacher Center also provides curriculum and professional/personal resource materials.

Law

There is no law mandating a school district to have a teacher center.

Clients

All 4J District staff are potential clients. Estimates of involvement to date are:

Task	People Involved '74-'75	'75-'76	'76-'77
Centrally facilitated activities (conferences, workshops, idea exchanges)	+291	107	increases expected
Participation in DCE courses	120	94	
Release time requests filled	108	54	
Money requests filled	N/A	22	
Group/individual activities facilitated (other than through release time or money)	unknown	unknown	
*Materials Center activity	2,872	2,204	
Committee members	none	27**	

'74-'75 totals reflect operation from January 1975 through May 1975 as Teacher Center began in December, 1974. Figures for '75-'76 are from June 15 to October 29, 1975, and thus reflect an increase in usage. It is difficult to project use for '76-'77, although 75% teacher participation in at least one way by June 1, 1977 is a goal, as is more parent and student involvement.

* phone, circulation, questions and referrals, visitors, meetings.

** present interim committee number. Some persons who serve do so voluntarily and others serve for a short period as part of the responsibility involved in taking money. Therefore, the number is flexible and members rotate.

Staff	'74-'75	'75-'76	'76-'77
Certified - facilitator	(1) 1.0	(1) 1.0	
classified assistants	(1) 1.0	(3) .5	
	(1) .5		
(CETA)	(1) .5	(1) .5	

A need for an increase in staff is anticipated for '76-'77.

Administrators

The program is administered by participating teachers and teacher committees

with assistance provided by the staff at the center. A full time facilitator and a small staff are funded by the District. No change is anticipated in '76-'77.

Objectives and Methods '76-'77

It is hoped that Teacher Center will generate a continually growing teacher community utilizing each other's ideas, skills and methods (and Teacher Center materials, space and assistance) to develop innovative projects and meet professional needs as they arise.

--The major objective is to form a structure capable of meeting 4J staff needs and filling teacher requests relating to teaching tasks.

This objective will be attempted by (1) eliciting teacher input, (2) developing projects with teachers, and (3) establishing responsive decision making systems. Evaluation of these processes shall be ongoing and include written client evaluation, rating scales, and a log indicating number of project requests filled. A doubling in number of participating teachers within budget limitations by June 1, 1977 and the filling of 75% of the requests will indicate that this objective has been met.

--Teacher Center will facilitate 4J staff's acquisition of further professional skills.

Given requests and support for courses and workshops relating to further professional growth, Teacher Center will facilitate their acquiring additional skills by supplying instructors, coordination, and space. Results of their training will be measured by written evaluations and polling of feelings about the quality of training. Teacher Center aims to have facilitated at least 75% of teacher supported training requests by June 1, 1977.

--Teacher Center aims to continue acting as a liaison between 4J staff and the University of Oregon and to facilitate pre-professional development of University students.

Given requests for credit for courses which meet the University of Oregon's credit criteria, Teacher Center will continue securing credit with 100% success through DCE for the above mentioned inservice training. Also, given requests for support and pre-service training, Teacher Center hopes to facilitate students pre-professional development by providing training and other assistance in 1976-77. The form of evaluation for this objective has not yet been decided.

--Teacher Center is presently eliciting 4J staff input regarding the role and development of the curriculum and professional resource library.

Until further decisions pertaining to the materials center are made, Teacher Center will supply teachers with resources as measured by a log indicating 80% of requests filled.

Resources

Teacher Center was begun after the '74-'75 budget had been approved, and as a consequence, is a component of the Research, Development and Evaluation budget. It was, however, given a separate program number by the budget committee. Teachers have requested that it be a separate entity in '76-'77 for two reasons: (1) in keeping with the program's nature to be teacher controlled, as would be possible, and (2) since Teacher Center performs developmental tasks and since development has a low priority in RD&E, teachers concluded that their changes for budget increases are greater if the program is a separate entity.

Significant Changes in Program Focus

No significant changes. Teacher Center evolved at the same time the Reorganization Plan replaced district-wide subject matter coordiantors with regional curriculum specialists. All changes have been formative developments -- the program changes reflecting changing teacher needs.

Budget

			'74-'75	'75-'76 **
Salaries*				
Certificated facilitator(director)	(1)	1.0	$ 18,143.00	$ 18,965.00
Non-certificated assistants:				
Clerk	(1)	1.0	6,000.00	.5 3,351.00
Secretary	(1)	.5	2,000.00	.5 3,732.00
Clerk				.5 2,800.00
Fixed Charges & Fringe Benefits			1,742.87	1,923.19
Workshops -- teacher exchange and needs assessment			11,300.00	
Supplies			600.00	11,000.00
Equipment			5,000.00	5,651.00
			$ 43,043.00	$ 45,499.00
Library books				1,302.00
Magazines and periodicals				500.00
Audio/visual aides				3,450.00
Career & Staff Development, in-service				20,833.00
Contracted Services				5,667.00
Total			$ 44,785.87	$ 79,174.19

* Only the facilitator's (Director's) salary was set aside in a district budget -- all other categories are allocations from RD&E's general budget.

** 75-76 figures reflect internal approved budget redistribution.

EUGENE PUBLIC SCHOOLS
School District No. 4J, Lane County
Eugene, Oregon

TEACHER CENTER
(General Fund Budget)
1976-77

The Teacher Center has been excluded in the 1976-77 budget. Some of the funds allocated to the Teacher Center during the 1975-76 fiscal year have been allocated to other departments for the 1976-77 school year.

1975-76 Budgeted Costs: $87,092.00

Prepared by: Charles Hamby
Business Services Administrator

February 16, 1976

EUGENE PUBLIC SCHOOLS
School District 4J, Lane County
Eugene, Oregon

BIG BROTHER/BIG SISTER PROGRAM
(General Fund Budget)
1976-77

REGULAR PROGRAM

(A) Noncertificated Big Brother/Big Sister Supervisor (10 months):	$11,352.00
(B) Program Assistant:	6,560.00
(C) University of Oregon-Campus Coordinator:	7,770.00
(D) Employee Benefits:	4,623.00
(E) Supplies:	1,650.00
(F) In-District Travel:	906.00
(G) Postage:	900.00
(H) Pupil Travel:	1,191.00
TOTAL COST	$34,952.00

Note: The total budget request for school year 1975-76 amounted to $30,944.00

Prepared by: Bob Lee
Volunteer Services Coordinator

February 23, 1976